



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 a district wide position. We currently have an employee 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.

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 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 grauate 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 did 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 2014 was 95.8 although 100% of the senior class graduated with the majority of students pursuing college career. Scholarships attained by the class of 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.

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 in 2014 technology wiring was installed. Renovation included moving the cafeteria to the old library area and the media center to the old cafeteria area. The main office and school entrance will be moved to the new addition area. This rennovation phase should be completed by the 2015-2016 SY so next year's students will be able to enjoy these rennovations. The construction of the middle school wing will continue throughout the 2015-2016 SY. Currently, the cafeteria and library media center renovations are working at full capacity and have been a great morale boost for the students who enjoy these academic and leisure spaces.

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In addition to the challenges of operating a school during construction, the community of Westwood is located next to AK Steel. This steel mill is a large financial business for the Fairview school system. It was announced through media outlets that AK Steel is going to idle their services possibly cutting 800 jobs and cutting back on productivity. This cutback will have a significant effect of the utility tax revenue collected by the school system. The steel mill produces roughly 60% of the entire utility tax collected by the school system. The utility tax is what provided the bonding capacity for the 7.5 million dollar addition/renovation. Administration is planning strategically to overcome any challenges this cutback may present to the school system.

Regardless of the challenges faced by the community, students, and staff, the Fairview community are Always Proud To Be An Eagle. Eagle Pride Westwood Wide.

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 college and career readiness for all students through consistent effort, and high expectations with the support of students, faculty, parents, and community. 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, "Eagle Pride." 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 "Proud to be an Eagle". At the conclusion of the afternoon announcements, Mr. Hale says "Always Proud to be an Eagle". 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 2015 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. Furthermore, our college and career readiness percentage for the 2014-2015 SY was 93.3%. Our school was a Proficient School in 2014 and a Distinguished High School in 2015. As you can see, the new administration has established expectations of having a high performing school. Fairview High School is a place where we believe if you invest in people, and give them your time and energy, good things will follow.

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 15-16 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. 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
SY 2015-2016

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.

The 2014-2015 SY was extremely successful academically. Our school was labelled a Distinguished High School in the 94 percentile. This put us as the 3rd best scoring high school in our region. Our CCR was 93.3%. Furthermore, we implemented a Finals Week for all subjects grade 6-12.

Our biggest areas of improvement for the next few years is to focus on improving our reading and math scores grades 6-8. Our 2014-2015 math and reading scores were not what we wanted. We have spent Title 1 money toward the salaries of three middle school reading and math teachers. We have also purchased common core coach books to help assist teachers with instruction. Also, as a small school with many kids who transfer in and out of our school district, it has been tough for us to get our thumb on the 5 year cohort graduation rate. Our goal is to improve our current 88% 5 year cohort over the next couple years.

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, tweet information, and use one-call system for 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.

Our success over the past 2 years can be summed up into 2 words: Time and Energy. Regardless of where we come from, how old we are, or how much money we make, we all have 365 days in a year, and 24 hours in a day. By investing Time and Energy into people, and in this case, our students, we have established a culture that values this investment. Students will invest in themselves when adults around them invest in them.

FHS Gap Goals 2015-2016

Overview

Plan Name

FHS Gap Goals 2015-2016

Plan Description

Plan to increase the non-duplicated gap group scores in math and reading.

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	2015-2016: Increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 26.3% in 2015 to 47.8% in 2016, moving toward the goal of 54.3% by 2017.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$32121
2	2015-2016: To increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 20.7% to 42.8% in 2016 toward the goal of 57.1% by 2017.	Objectives: 2 Strategies: 5 Activities: 6	Academic	\$9120

Goal 1: 2015-2016: Increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 26.3% in 2015 to 47.8% in 2016, moving toward the goal of 54.3% by 2017.

Measurable Objective 1:

A 24% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in reading skills in English Language Arts by 05/27/2016 as measured by The reading benchmark on the KPREP test.

Strategy 1:

Reading Enrichment - Students will participate in the Star Reading program 3 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	08/24/2015	05/27/2016	\$4121	Title I Part A	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	09/14/2015	05/27/2016	\$3000	State Funds	Principal, ESS coordinator,
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	09/14/2015	05/27/2016	\$25000	Title I Part A	RTI staff person, reading/language arts teachers

Strategy 2:

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

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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	08/24/2015	05/27/2016	\$0	No Funding Required	Principal, Central Office, teachers

Measurable Objective 2:

A 25% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in common core standards and basic skills in Mathematics by 05/27/2016 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. Accelerated Math Program will be used. 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	08/17/2015	05/27/2016	\$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. Teachers will use Accelerated Math.	Direct Instruction	08/17/2015	05/27/2016	\$0	No Funding Required	Principal, teachers

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
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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	09/01/2015	05/27/2016	\$0	No Funding Required	RTI staff, principal, math teachers
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Goal 2: 2015-2016: To increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 20.7% to 42.8% in 2016 toward the goal of 57.1% 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 05/27/2016 as measured by KPREP benchmarks.

Strategy 1:

STAR Math assessment - All middle school students will be STAR 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 - STAR 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 3 times during the SY	Academic Support Program	08/17/2015	05/27/2016	\$2000	Other	Jason Morrison, Lisa Thornton, 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	09/14/2015	05/27/2016	\$3500	No Funding Required, State Funds	ESS teachers

Measurable Objective 2:

44% 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 05/27/2016 as measured by the reading benchmark on the KPREP assessment.

Strategy 1:

STAR reading - Students will participate in the STAR reading program 3 plus 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. If necessary, students can be referred to RTi or ESS for additional reading remediation.

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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 at least 3 times a year to evaluate their reading levels. Students will also be testes at intervals as determined by the reading/math teachers to collect data and remediate/enrich as needed.	Academic Support Program	09/14/2015	05/27/2016	\$1620	General Fund	Jason Morrison, Pam Swentzel, reading teachers

Strategy 2:

SOAR - MS Reading Students - Students will be placed in a small flexible reading group so teachers can focus on enrichment/remediation skills in reading on a more individualized basis. Students will be moved to SOAR classes as needed throughout the year as determined by STAR and CARBO data collected.

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, CARBO, Coach Books, etc., to improve reading levels of the students within each class.	Direct Instruction	08/17/2015	05/27/2016	\$0	No Funding Required	Central Office staff, principal, librarian, teachers

Strategy 3:

RTI Class - Students will be placed in an extra RTI class in math and/or reading based on collected STAR data and teacher recommendation.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - RTI Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take STAR to determine strengths and weaknesses in reading skills and to determine their reading levels	Academic Support Program	08/17/2015	05/27/2016	\$2000	Other	Jason Morrison, Laura Daniels, Pam Swentzel, Lisa Thornton, reading teachers

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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	08/17/2015	05/27/2016	\$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

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS tutoring	Students who need additional remediation in math will meet in ESS to review math concepts and skills	Direct Instruction	09/14/2015	05/27/2016	\$3500	ESS teachers
ESS for Reading	Students receive additional practice in reading during ESS	Academic Support Program	09/14/2015	05/27/2016	\$3000	Principal, ESS coordinator,
Total					\$6500	

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	08/24/2015	05/27/2016	\$0	Principal, Central Office, teachers
Soar Reading	Teachers will focus on CCS using Successful Reader, Readworks.org, timed reading articles, CARBO, Coach Books, etc., to improve reading levels of the students within each class.	Direct Instruction	08/17/2015	05/27/2016	\$0	Central Office staff, principal, librarian, teachers
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	08/17/2015	05/27/2016	\$0	Central Office, principal, teachers
Reading Strategies	Teachers will work in PLC's to incorporate reading strategies into their lesson plans.	Professional Learning	08/17/2015	05/27/2016	\$0	Principal, Laura Daniels, Pam Swentzel, 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	09/01/2015	05/27/2016	\$0	RTI staff, principal, math teachers
ESS tutoring	Students who need additional remediation in math will meet in ESS to review math concepts and skills	Direct Instruction	09/14/2015	05/27/2016	\$0	ESS teachers

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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. Teachers will use Accelerated Math.	Direct Instruction	08/17/2015	05/27/2016	\$0	Principal, teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/14/2015	05/27/2016	\$25000	RTI staff person, reading/language arts teachers
Star Reading	Computer based program to analyze reading skills.	Academic Support Program	08/24/2015	05/27/2016	\$4121	Jason Morrison, Pam Swentzel, reading teachers
Total					\$29121	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR reading tests	Students will take tests at least 3 times a year to evaluate their reading levels. Students will also be testes at intervals as determined by the reading/math teachers to collect data and remediate/enrich as needed.	Academic Support Program	09/14/2015	05/27/2016	\$1620	Jason Morrison, Pam Swentzel, reading teachers
Total					\$1620	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Fairview High School

RTI Class	Students take STAR to determine strengths and weaknesses in reading skills and to determine their reading levels	Academic Support Program	08/17/2015	05/27/2016	\$2000	Jason Morrison, Laura Daniels, Pam Swentzel, Lisa Thornton, reading teachers
STAR assessment in mathematics	All middle school students will be tested in math 3 times during the SY	Academic Support Program	08/17/2015	05/27/2016	\$2000	Jason Morrison, Lisa Thornton, Justin Hollingsworth, MS teachers
Total					\$4000	

Novice Reduction 2015-2016

Overview

Plan Name

Novice Reduction 2015-2016

Plan Description

Develop a plan to reduce the number of students who score novice on the KPREP reading and math assessment.

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	2015-2016: Reduction in Novice for Middle School Math and Reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1148

Goal 1: 2015-2016: Reduction in Novice for Middle School Math and Reading

Measurable Objective 1:

15% of Sixth, Seventh and Eighth grade students will collaborate to reduce the overall novice percentage in middle school reading and math. in Mathematics by 05/27/2016 as measured by Data from the 2015-2016 SY KPREP Test.

Strategy 1:

SOAR - Middle School - Students will be divided into small groups based on ability levels and will receive daily remediation/enrichment on math common core standards and basic skills

Category:

Research Cited: Kentucky Initiatives

Activity - CARBO Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are placed in the lowest reading groups receive CARBO reading support program.	Academic Support Program	09/14/2015	05/27/2016	\$1148	Title I Part A	middle school staff, administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CARBO Reading	Students who are placed in the lowest reading groups receive CARBO reading support program.	Academic Support Program	09/14/2015	05/27/2016	\$1148	middle school staff, administration
Total					\$1148	

FHS Graduation Goals 2015-2016

Overview

Plan Name

FHS Graduation Goals 2015-2016

Plan Description

This goal covers the graduation cohort goals as well as the graduation rate goals.

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	2015-2016: To increase the 5 Year Cohort Rate for graduation to 96.4% by 2016.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$200

Goal 1: 2015-2016: To increase the 5 Year Cohort Rate for graduation to 96.4% by 2016.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to increase the 5 Year cohort Graduation Rate in Career & Technical by 05/27/2016 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 9th 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 as in regular subject area courses.	Policy and Process	03/01/2016	05/27/2016	\$0	No Funding Required	Tonia Lucas, Angie Reihls, Ryan Knipp

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	09/14/2015	03/31/2016	\$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	03/01/2016	03/31/2016	\$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	10/05/2015	10/30/2015	\$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 05/27/2016 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	08/17/2015	05/27/2016	\$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.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	Counselor, math teachers, college and career math teacher

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
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	03/01/2016	05/27/2016	\$0	Tonia Lucas, Angie Reih, Ryan Knipp
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	08/17/2015	05/27/2016	\$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	10/05/2015	10/30/2015	\$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	09/14/2015	03/31/2016	\$0	Tonia Lucas and chaperone teachers
College and Career Readiness math	Students not meeting ACT benchmarks will take college and career readiness math.	Academic Support Program	08/17/2015	05/27/2016	\$0	Counselor, math teachers, college and career math teacher
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	03/01/2016	03/31/2016	\$200	Lynn Hutchinson, Tonia Lucas, Eric Hale, Pam Swentzel, teachers
Total					\$200	

FHS KPREP Proficiency Goals 2015-2016

Overview

Plan Name

FHS KPREP Proficiency Goals 2015-2016

Plan Description

This plan addresses the goals for proficiency grades 6-10 for those students who take KPREP state 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	2015-2016: Increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 26.3% in 2015 to 47.8% in 2016, moving toward the goal of 54.3% by 2017.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$32121

Goal 1: 2015-2016: Increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 26.3% in 2015 to 47.8% in 2016, moving toward the goal of 54.3% by 2017.

Measurable Objective 1:

A 24% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in reading skills in English Language Arts by 05/27/2016 as measured by The reading benchmark on the KPREP test.

Strategy 1:

Reading Enrichment - Students will participate in the Star Reading program 3 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	08/24/2015	05/27/2016	\$4121	Title I Part A	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	09/14/2015	05/27/2016	\$3000	State Funds	Principal, ESS coordinator,
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	09/14/2015	05/27/2016	\$25000	Title I Part A	RTI staff person, reading/language arts teachers

Strategy 2:

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

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Fairview High School

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	08/24/2015	05/27/2016	\$0	No Funding Required	Principal, Central Office, teachers

Measurable Objective 2:

A 25% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in common core standards and basic skills in Mathematics by 05/27/2016 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. Accelerated Math Program will be used. 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	08/17/2015	05/27/2016	\$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. Teachers will use Accelerated Math.	Direct Instruction	08/17/2015	05/27/2016	\$0	No Funding Required	Principal, teachers

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
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Fairview High School

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	09/01/2015	05/27/2016	\$0	No Funding Required	RTI staff, principal, math teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS for Reading	Students receive additional practice in reading during ESS	Academic Support Program	09/14/2015	05/27/2016	\$3000	Principal, ESS coordinator,
Total					\$3000	

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	08/24/2015	05/27/2016	\$0	Principal, Central Office, teachers
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	08/17/2015	05/27/2016	\$0	Central Office, principal, 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. Teachers will use Accelerated Math.	Direct Instruction	08/17/2015	05/27/2016	\$0	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	09/01/2015	05/27/2016	\$0	RTI staff, principal, math teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Fairview High School

Star Reading	Computer based program to analyze reading skills.	Academic Support Program	08/24/2015	05/27/2016	\$4121	Jason Morrison, Pam Swentzel, reading 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	09/14/2015	05/27/2016	\$25000	RTI staff person, reading/language arts teachers
Total					\$29121	

FHS College and Career Readiness 2015-2016

Overview

Plan Name

FHS College and Career Readiness 2015-2016

Plan Description

Addresses the plan to assure CCR

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	2015-2016: Fairview High School will attain a college and career ready percentage of at least 85% by June 2016.	Objectives: 3 Strategies: 4 Activities: 6	Academic	\$500

Goal 1: 2015-2016: Fairview High School will attain a college and career ready percentage of at least 85% by June 2016.

Measurable Objective 1:

85% of Twelfth grade students will demonstrate a proficiency in meeting benchmarks as defined by the Kentucky Council of Post Secondary Education in Career & Technical by 05/27/2016 as measured by the Unbridled Learning CCR formula.

Strategy 1:

ILP development - District and school personnel will work together to counsel all students in grades 6th through 12th in completion of the ILPs. Community volunteers and parents will be involved in the process.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - ILP development for all students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will work with teachers and counselor to complete their ILP's (Individual Learning Plans).	Career Preparation/Orientation	08/24/2015	05/27/2016	\$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	08/24/2015	05/27/2016	\$300	District Funding	Selected teachers and counselor

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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KDE Comprehensive School Improvement Plan

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	03/07/2016	03/31/2016	\$200	General Fund	Central Office, guidance office, principal, community business partners
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Measurable Objective 2:

100% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete personal Individual Learning Plans in Career & Technical by 05/27/2016 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 all students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students complete ILP's	Career Preparation/Orientation	08/13/2015	05/27/2016	\$0	No Funding Required	Counselor, teacher, and district personnel

Measurable Objective 3:

100% of Tenth, Eleventh and Twelfth grade students will collaborate to participate in technical career counseling in subject choices in Career & Technical by 05/27/2016 as measured by students' progression through career pathways..

Strategy 1:

College and Career Readiness - At beginning of 10th grade level, students will select a career pathway based on their interest. Counselor and teachers will assist students with selecting courses that correspond with chosen pathways.

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
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	03/07/2016	05/27/2016	\$0	No Funding Required	Tonia Lucas, Angie Reihls, teachers, community leaders

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Fairview High School

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	02/01/2016	02/29/2016	\$0	No Funding Required	Principal, Guidance Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/24/2015	05/27/2016	\$300	Selected teachers and counselor
Total					\$300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP development for all students	All students complete ILP's	Career Preparation/Orientation	08/13/2015	05/27/2016	\$0	Counselor, teacher, and district personnel
ILP development for all students	All students will work with teachers and counselor to complete their ILP's (Individual Learning Plans).	Career Preparation/Orientation	08/24/2015	05/27/2016	\$0	Teachers, counselor, district personnel
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	02/01/2016	02/29/2016	\$0	Principal, Guidance Counselor
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	03/07/2016	05/27/2016	\$0	Tonia Lucas, Angie Reihls, teachers, community leaders
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Fairview High School

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	03/07/2016	03/31/2016	\$200	Central Office, guidance office, principal, community business partners
Total					\$200	

FHS Teacher/ Principal Effectiveness 2015-2016

Overview

Plan Name

FHS Teacher/ Principal Effectiveness 2015-2016

Plan Description

Addresses T/P effectiveness and analysis of the TELL survey

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	2015-2016: All teachers will participate in faculty meetings/PLC meetings devoted to the program review in at least the fall, winter, and spring.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
2	2015-2016: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	2015-2016 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: 2015-2016: All teachers will participate in faculty meetings/PLC meetings devoted to the program review in at least the fall, winter, and spring.

Measurable Objective 1:

collaborate to analyze and update the program reviews by 05/27/2016 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	09/14/2015	05/27/2016	\$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 2014-2015 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 2015-2016. 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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KDE Comprehensive School Improvement Plan

Fairview High School

All A & H teachers and a representative from each core subject will meet to analyze/discuss/revise the A & H PR from 2014-2015. They will revise all evidence documentation. They will create a rough draft form of the PR for 2015-2016 SY. They will do this a total of at least 3 times this SY.	Policy and Process	09/14/2015	05/27/2016	\$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 2015-2016 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	09/14/2015	05/27/2016	\$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 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 2015-2016SY.

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	08/17/2015	05/27/2016	\$0	No Funding Required	Lynn Hutchinson, Eric Hale, teachers

Goal 2: 2015-2016: 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: Teacher PGES

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	09/14/2015	05/27/2016	\$0	No Funding Required	Superintendent, Central Office staff, principals, all teachers
Activity - TPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the procedures of TPGES from the Certified Evaluation Plan. All new staff will receive initial training for the 2015-2016 SY.	Policy and Process	08/03/2015	05/27/2016	\$0	No Funding Required	Central Office staff, principal, teachers
Activity - PGES Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who want to be peer observers will be trained, and will begin observing designated peers as determined by the CEP.	Policy and Process	08/10/2015	05/27/2016	\$0	No Funding Required	Central Office staff, principals, teachers

Goal 3: 2015-2016 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 03/31/2016 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: Continuous Improvement

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	01/04/2016	05/27/2016	\$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 Peer Observations	Teachers who want to be peer observers will be trained, and will begin observing designated peers as determined by the CEP.	Policy and Process	08/10/2015	05/27/2016	\$0	Central Office staff, principals, teachers
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	09/14/2015	05/27/2016	\$0	Central Office staff, guidance counselor, PL/CS teachers, representative from each core content subject
TPGES Training	Teachers will receive professional development on the procedures of TPGES from the Certified Evaluation Plan. All new staff will receive initial training for the 2015-2016 SY.	Policy and Process	08/03/2015	05/27/2016	\$0	Central Officer staff, principal, teachers
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 2014-2015. They will revise all evidence documentation. They will create a rough draft form of the PR for 2015-2016 SY. They will do this a total of at least 3 times this SY.	Policy and Process	09/14/2015	05/27/2016	\$0	Lynn Hutchinson, principal, all Arts & Humanities teachers, one representative from each core subject
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	09/14/2015	05/27/2016	\$0	Lynn Hutchinson, principal, Program Review Chairs, all teachers
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	08/17/2015	05/27/2016	\$0	Lynn Hutchinson, Eric Hale, teachers

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Fairview High School

Analysis	Teacher work in groups to analyze the TELL survey and determine how results can be improved.	Policy and Process	01/04/2016	05/27/2016	\$0	Principals, teachers, Central Office Staff
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	09/14/2015	05/27/2016	\$0	Superintendent, Central Office staff, principals, all teachers
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 from 15th percentile in November of 2013, to 88th percentile in 2014, and the 94th percentile in 2015. Middle School scores went down from 52nd percentile in 2014 to the 21st percentile in 2015. The questions we had were what data can we analyze to determine the increase of the high school scores, and what happened to the middle school test score decrease? Our High School College and Career Readiness percent went from 37% in 2013, to 81.3 in 2014, and 93.3 in 2015. The middle school Reading Scores were 31.6% Novice, 32.9% Apprentice, and 35.4% Proficient/Distinguished. The Middle School math scores were 30.4% Novice, 52.5% Apprentice, and 17.1% proficient/Distinguished. Thus, the reasoning for our overall accountability for middle school to drop to the 21st percentile. The data analysis tells us that we need to allocate our Title 1 Funds to the middle school level in order to help with reading and math. We have developed flexible small SOAR remediation/enrichment groups for middle school math and reading. 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 data does not tell us how many students gave 100% Good Faith Effort. Effort from the students is a major determination in how they test on high stakes testing such as KPREP and EOCs.

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?

Our areas of strength in the data analysis were our high school Language Mechanics, Program Review, and our College and Career Readiness. Our program review scored an overall 27.3 points with Arts and Humanities scoring a 9.1, Practical Living and Career Choices scoring a 9.9, and writing scoring an 8.3. Our College and Career Readiness scored at 93.3%. Our Language Mechanics scores were 71% proficient/distinguished.

Actions we have/are still implementing to maintain this success is that we meet at least once a month as a staff to go over the program review indicators within our groups. We share ideas to help us maintain our high scores in each of the program review areas. We have our program review teams present information to our SBDM. Also, we have placed calendars in the teachers lounge, and our staff documents when they do an activity in their classroom that meets the criteria in the program review. Having a small staff, we are able to create an all hands on deck approach in order for us to meet the expectations established with the program review.

Our actions we have/are still implementing in order for us to maintain success within our college and career readiness category are the following: We have a college and career math class for seniors not meeting math benchmark; a college and career readiness computer lab class for students not meeting reading benchmark; we have spreadsheets to help us stay up to date on student test scores within our senior class; we have most all of our students participating in a career pathways in order for them to be eligible to become career ready; we take the ASVAB Test, Work Keys; and our students are invested in becoming college and career ready.

Opportunities for Improvement

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

Our biggest two areas for needed improvement are clearly at our middle school level. The middle school overall was in 21st percentile, reading novice was 31.6%, and math novice 30.4%, Our 5 year cohort graduation rate was 88.7, which is not nearly high enough for us. Our plan for reduction in reading and math novice is establishing STAR testing as our data collection to help us reconfigure our middle score SOAR groups. These groups are our flexible reading and math remediation/enrichment groups where we focus on reading and math skills to meet the needs of our students from the STAR data. We also have students in Extended School Services, RTI, and leveled reading classes as electives. Our middle school students have the flexibility to move into high reading and math groups during SOAR based on data collection by the teacher and STAR test. Also, we have purchased math and reading common core coach books to help supplement instruction. We have implemented a credit recovery system through PLATO Courseware, and students who fall behind pace to graduate will be provided opportunities to recover credits.

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 STAR at least 3 times throughout the school year. Analyzing the results of the STAR testing should allow teachers to determine weakness of their students so missing skills can be retaught or reinforced. We are also using CARBO reading intervention to help students who are not on reading level. By continually analyzing student performance and having students in flexible groups, teachers can determine weak areas more quickly and can adjust sooner so that students can continue to develop needed academic skills.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

2015-2016 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 03/31/2016 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: Continuous Improvement

Research Cited:

Activity - Analysis	Activity Type	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	01/04/2016	05/27/2016	\$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:

2015-2016: Increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 26.3% in 2015 to 47.8% in 2016, moving toward the goal of 54.3% by 2017.

Measurable Objective 1:

A 25% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in common core standards and basic skills in Mathematics by 05/27/2016 as measured by KPREP.

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. Accelerated Math Program will be used. Other materials and programs can also be used accordingly.

Category: Integrated Methods for Learning

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Fairview High School

Research Cited: Best Practices

Activity - SOAR - Math	Activity Type	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. Teachers will use Accelerated Math.	Direct Instruction	08/17/2015	05/27/2016	\$0 - No Funding Required	Principal, teachers

Activity - Enrichment/Remediation activities	Activity Type	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	08/17/2015	05/27/2016	\$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	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	09/01/2015	05/27/2016	\$0 - No Funding Required	RTI staff, principal, math teachers

Measurable Objective 2:

A 24% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in reading skills in English Language Arts by 05/27/2016 as measured by The reading benchmark on the KPREP test.

Strategy1:

Reading Enrichment - Students will participate in the Star Reading program 3 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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive additional practice in reading during ESS	Academic Support Program	09/14/2015	05/27/2016	\$3000 - State Funds	Principal, ESS coordinator,

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Fairview High School

Activity - RTI reference	Activity Type	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	09/14/2015	05/27/2016	\$25000 - Title I Part A	RTI staff person, reading/language arts teachers

Activity - Star Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program to analyze reading skills.	Academic Support Program	08/24/2015	05/27/2016	\$4121 - Title I Part A	Jason Morrison, Pam Swentzel, reading teachers

Strategy2:

SOAR - MS - All middle school students will be scheduled into small, leveled, flexible, 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	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	08/24/2015	05/27/2016	\$0 - No Funding Required	Principal, Central Office, teachers

Goal 2:

2015-2016: To increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 20.7% to 42.8% in 2016 toward the goal of 57.1% by 2017.

Measurable Objective 1:

44% 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 05/27/2016 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

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Activity - Reading Strategies	Activity Type	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	08/17/2015	05/27/2016	\$0 - No Funding Required	Principal, Laura Daniels, Pam Swentzel, teachers

Strategy2:

RTI Class - Students will be placed in an extra RTI class in math and/or reading based on collected STAR data and teacher recommendation.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - RTI Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take STAR to determine strengths and weaknesses in reading skills and to determine their reading levels	Academic Support Program	08/17/2015	05/27/2016	\$2000 - Other	Jason Morrison, Laura Daniels, Pam Swentzel, Lisa Thornton, reading teachers

Strategy3:

SOAR - MS Reading Students - Students will be placed in a small flexible reading group so teachers can focus on enrichment/remediation skills in reading on a more individualized basis. Students will be moved to SOAR classes as needed throughout the year as determined by STAR and CARBO data collected.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Soar Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on CCS using Successful Reader, Readworks.org, timed reading articles, CARBO, Coach Books, etc., to improve reading levels of the students within each class.	Direct Instruction	08/17/2015	05/27/2016	\$0 - No Funding Required	Central Office staff, principal, librarian, teachers

Strategy4:

STAR reading - Students will participate in the STAR reading program 3 plus 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. If 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	Funding Amount & Source	Staff Responsible
Students will take tests at least 3 times a year to evaluate their reading levels. Students will also be testes at intervals as determined by the reading/math teachers to collect data and remediate/enrich as needed.	Academic Support Program	09/14/2015	05/27/2016	\$1620 - General Fund	Jason Morrison, Pam Swentzel, reading teachers

Measurable Objective 2:

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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 05/27/2016 as measured by KPREP benchmarks.

Strategy1:

STAR Math assessment - All middle school students will be STAR 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	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	09/14/2015	05/27/2016	\$3500 - State Funds \$0 - No Funding Required	ESS teachers

Activity - STAR assessment in mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will be tested in math 3 times during the SY	Academic Support Program	08/17/2015	05/27/2016	\$2000 - Other	Jason Morrison, Lisa Thornton, Justin Hollingsworth, MS teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2015-2016: Increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 26.3% in 2015 to 47.8% in 2016, moving toward the goal of 54.3% by 2017.

Measurable Objective 1:

A 25% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in common core standards and basic skills in Mathematics by 05/27/2016 as measured by KPREP.

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. Accelerated Math Program will be used. 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	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	08/17/2015	05/27/2016	\$0 - No Funding Required	Central Office, principal, teachers

Activity - SOAR - Math	Activity Type	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. Teachers will use Accelerated Math.	Direct Instruction	08/17/2015	05/27/2016	\$0 - No Funding Required	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	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	09/01/2015	05/27/2016	\$0 - No Funding Required	RTI staff, principal, math teachers

Measurable Objective 2:

A 24% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in reading skills in English Language Arts by 05/27/2016 as measured by The reading benchmark on the KPREP test.

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Strategy1:

Reading Enrichment - Students will participate in the Star Reading program 3 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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive additional practice in reading during ESS	Academic Support Program	09/14/2015	05/27/2016	\$3000 - State Funds	Principal, ESS coordinator,

Activity - RTI reference	Activity Type	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	09/14/2015	05/27/2016	\$25000 - Title I Part A	RTI staff person, reading/language arts teachers

Activity - Star Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program to analyze reading skills.	Academic Support Program	08/24/2015	05/27/2016	\$4121 - Title I Part A	Jason Morrison, Pam Swentzel, reading teachers

Strategy2:

SOAR - MS - All middle school students will be scheduled into small, leveled, flexible, 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	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	08/24/2015	05/27/2016	\$0 - No Funding Required	Principal, Central Office, teachers

Goal 2:

2015-2016: To increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 20.7% to 42.8% in 2016 toward the goal of 57.1% by 2017.

Measurable Objective 1:

44% of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will SY 2015-2016

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Fairview High School

demonstrate a proficiency in reading skills and comprehension in Reading by 05/27/2016 as measured by the reading benchmark on the KPREP assessment.

Strategy1:

RTI Class - Students will be placed in an extra RTI class in math and/or reading based on collected STAR data and teacher recommendation.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - RTI Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take STAR to determine strengths and weaknesses in reading skills and to determine their reading levels	Academic Support Program	08/17/2015	05/27/2016	\$2000 - Other	Jason Morrison, Laura Daniels, Pam Swentzel, Lisa Thornton, reading teachers

Strategy2:

STAR reading - Students will participate in the STAR reading program 3 plus 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. If 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	Funding Amount & Source	Staff Responsible
Students will take tests at least 3 times a year to evaluate their reading levels. Students will also be tested at intervals as determined by the reading/math teachers to collect data and remediate/enrich as needed.	Academic Support Program	09/14/2015	05/27/2016	\$1620 - General Fund	Jason Morrison, Pam Swentzel, reading teachers

Strategy3:

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	Funding Amount & Source	Staff Responsible
Teachers will work in PLC's to incorporate reading strategies into their lesson plans.	Professional Learning	08/17/2015	05/27/2016	\$0 - No Funding Required	Principal, Laura Daniels, Pam Swentzel, teachers

Strategy4:

SOAR - MS Reading Students - Students will be placed in a small flexible reading group so teachers can focus on enrichment/remediation skills in reading on a more individualized basis. Students will be moved to SOAR classes as needed throughout the year as determined by

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Fairview High School

STAR and CARBO data collected.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Soar Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on CCS using Successful Reader, Readworks.org, timed reading articles, CARBO, Coach Books, etc., to improve reading levels of the students within each class.	Direct Instruction	08/17/2015	05/27/2016	\$0 - No Funding Required	Central Office staff, principal, librarian, 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 common core standards skills and understanding in Mathematics by 05/27/2016 as measured by KPREP benchmarks.

Strategy1:

STAR Math assessment - All middle school students will be STAR 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 - STAR assessment in mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will be tested in math 3 times during the SY	Academic Support Program	08/17/2015	05/27/2016	\$2000 - Other	Jason Morrison, Lisa Thornton, Justin Hollingsworth, MS teachers

Activity - ESS tutoring	Activity Type	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	09/14/2015	05/27/2016	\$0 - No Funding Required \$3500 - State Funds	ESS teachers

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

Goal 1:

2015-2016: To increase the 5 Year Cohort Rate for graduation to 96.4% by 2016.

Measurable Objective 1:

SY 2015-2016

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Fairview High School

100% of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to ensure that each student in Career & Technical by 05/27/2016 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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting ACT benchmarks will take college and career readiness math.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Counselor, math teachers, college and career math teacher

Activity - SOAR - College Readiness	Activity Type	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	08/17/2015	05/27/2016	\$0 - No Funding Required	Principal, guidance counselor, teachers/staff

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to increase the 5 Year cohort Graduation Rate in Career & Technical by 05/27/2016 as measured by the graduation formula set by Next Generation Learners .

Strategy1:

Career Readiness Plan - All students will participate in a career readiness plan beginning at the 9th 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 - Operation Preparation	Activity Type	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	03/01/2016	03/31/2016	\$200 - Title I Part A	Lynn Hutchinson, Tonia Lucas, Eric Hale, Pam Swentzel, teachers

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Activity - College and Career Day	Activity Type	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	09/14/2015	03/31/2016	\$0 - No Funding Required	Tonia Lucas and chaperone teachers

Activity - College Application Week	Activity Type	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	10/05/2015	10/30/2015	\$0 - No Funding Required	Tonia Lucas, teachers

Activity - Course Selection	Activity Type	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	03/01/2016	05/27/2016	\$0 - No Funding Required	Tonia Lucas, Angie Reihs, Ryan Knipp

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

Goal 1:

2015-2016: Fairview High School will attain a college and career ready percentage of at least 85% by June 2016.

Measurable Objective 1:

100% of Tenth, Eleventh and Twelfth grade students will collaborate to participate in technical career counseling in subject choices in Career & Technical by 05/27/2016 as measured by students' progression through career pathways..

Strategy1:

College and Career Readiness - At beginning of 10th grade level, students will select a career pathway based on their interest. Counselor and teachers will assist students with selecting courses that correspond with chosen pathways.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiatives

Activity - ASVAB	Activity Type	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	02/01/2016	02/29/2016	\$0 - No Funding Required	Principal, Guidance Counselor

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Fairview High School

Activity - Technical Career Counseling	Activity Type	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	03/07/2016	05/27/2016	\$0 - No Funding Required	Tonia Lucas, Angie Reih, teachers, community leaders

Measurable Objective 2:

85% of Twelfth grade students will demonstrate a proficiency in meeting benchmarks as defined by the Kentucky Council of Post Secondary Education in Career & Technical by 05/27/2016 as measured by the Unbridled Learning CCR formula.

Strategy1:

ILP development - District and school personnel will work together to counsel all students in grades 6th through 12th in completion of the ILPs. Community volunteers and parents will be involved in the process.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - ILP development for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will work with teachers and counselor to complete their ILP's (Individual Learning Plans).	Career Preparation/Orientation	08/24/2015	05/27/2016	\$0 - No Funding Required	Teachers, counselor, district personnel

Activity - Teacher Training on ILP	Activity Type	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	08/24/2015	05/27/2016	\$300 - District Funding	Selected teachers and counselor

Strategy2:

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	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	03/07/2016	03/31/2016	\$200 - General Fund	Central Office, guidance office, principal, community business partners

Measurable Objective 3:

100% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete personal Individual Learning Plans in Career & Technical by 05/27/2016 as measured by all aspects of the ILP having been completed using the Career Cruising computer based program.

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 all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students complete ILP's	Career Preparation/Orientation	08/13/2015	05/27/2016	\$0 - No Funding Required	Counselor, teacher, and district personnel

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

Goal 1:

2015-2016: All teachers will participate in faculty meetings/PLC meetings devoted to the program review in at least the fall, winter, and spring.

Measurable Objective 1:

collaborate to analyze and update the program reviews by 05/27/2016 as measured by evidence on file for the demonstrators in each review.

Strategy1:

World Language/Global Competency Program Review - All teachers 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 2015-2016SY.

Category: Management Systems

Research Cited:

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Activity - WL/GC activity	Activity Type	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	08/17/2015	05/27/2016	\$0 - No Funding Required	Lynn Hutchinson, Eric Hale, teachers

Strategy2:

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 2015-2016 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	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	09/14/2015	05/27/2016	\$0 - No Funding Required	Central Office staff, guidance counselor, PL/CS teachers, representative from each core content 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	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	09/14/2015	05/27/2016	\$0 - No Funding Required	Lynn Hutchinson, principal, Program Review Chairs, all teachers

Strategy4:

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 2014-2015 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 2015-2016. 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

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Activity - Arts & Humanities Program Review	Activity Type	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 2014-2015. They will revise all evidence documentation. They will create a rough draft form of the PR for 2015-2016 SY. They will do this a total of at least 3 times this SY.	Policy and Process	09/14/2015	05/27/2016	\$0 - No Funding Required	Lynn Hutchinson, principal, all Arts & Humanities teachers, one representative from each core subject

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, teachers, and SBDM met to discuss strategies to strengthen the core academic program. Some new course choices were added for the 2015-2016 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, EOC, or CCR.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

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 15-16 SY to improve performance of students in mastering the state's academic achievement standards was continued. Marzano's Instructional Strategies were discussed at the beginning of the year. 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.	Yes	We had a few job openings in the school, and hired highly qualified teachers. 2 of the 3 hires had experience in the field they are teaching, and were highly recommended.	

KDE Comprehensive School Improvement Plan

Fairview High School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Yes, SBDM has allocated Title 1 Funds to help meet the greatest need of our school. Middle School reading and math, along with instructional support materials such as common core coach books.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	During SBDM meetings we have established a "Public Comment" section based on recommended KASC SBDM Meeting Agenda Template. This provides parents/community members to comment on anything discussed during the SBDM.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Some of the professional development activities are planned by the school (SBDM); however, the majority of all professional development is determined by the Professional Development Director often with input from administration and staff. A professional development needs survey is going to be distributed between January 2016-May 2016 to develop a summer PD schedule along with PD for the upcoming school year.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school has an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	This is done through SBDM approval, and changes are implemented by staff in order to maintain successful results, or improve areas of need.	

KDE Comprehensive School Improvement Plan

Fairview High School

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	The Title 1 Director, SBDM, FRAM Coordinator, and Principal all are involved in either identifying students who benefit from being identified as eligible Title 1 students, reviewing academic achievement data, or conducting a comprehensive needs assessment.	

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. All staff received some training on Marzano Instructional Strategies, and will have a PD focusing solely on Instructional 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, Professional Development Coordinator, and FRYSC.	

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	Information available in CSIP, lesson plans, FRYSC program reports.	

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

KDE Comprehensive School Improvement Plan

Fairview High School

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, and SBDM. All spending of Title 1 funds must be approved by superintendent, who is the Title 1 Director, and the Finance Director prior to purchasing any materials, etc.,	

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.	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, and PLC/staff meetings.	

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 record, and SBDM minutes.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	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.	Yes	Records are kept at central office in the certification department.	

KDE Comprehensive School Improvement Plan

Fairview High School

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. Test such as KYOTE, COMPASS, ASVAB, and KOSSA are given during the year to assess whether students are meeting CCR benchmarks.	

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

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	Our paraeducators are to expected to work with students, and not perform clerical duties.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Our paraeducators are to expected to work with students, and not perform clerical duties.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	Principal assigns non-instructional duties on a rotation, or need basis. Majority of predicator time is spent working with students and impacting student achievement.	

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.	Yes	Principal assigns non-instructional duties on a rotation, or need basis. Majority of predicator time is spent working with students and impacting student achievement.	

KDE Comprehensive School Improvement Plan

Fairview High School

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	SBDM used general fund SBDM allocations from the board of education to determine staff and meet cap size requirements.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	SBDM used general fund SBDM allocations from the board of education to determine staff and meet cap size requirements.	

The Missing Piece

Introduction

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

Stakeholders

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

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

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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

Overall Rating: 2.57

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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Fairview High School

	Statement or Question	Response	Rating
3.7	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

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council 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
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Fairview High School

	Statement or Question	Response	Rating
4.7	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.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

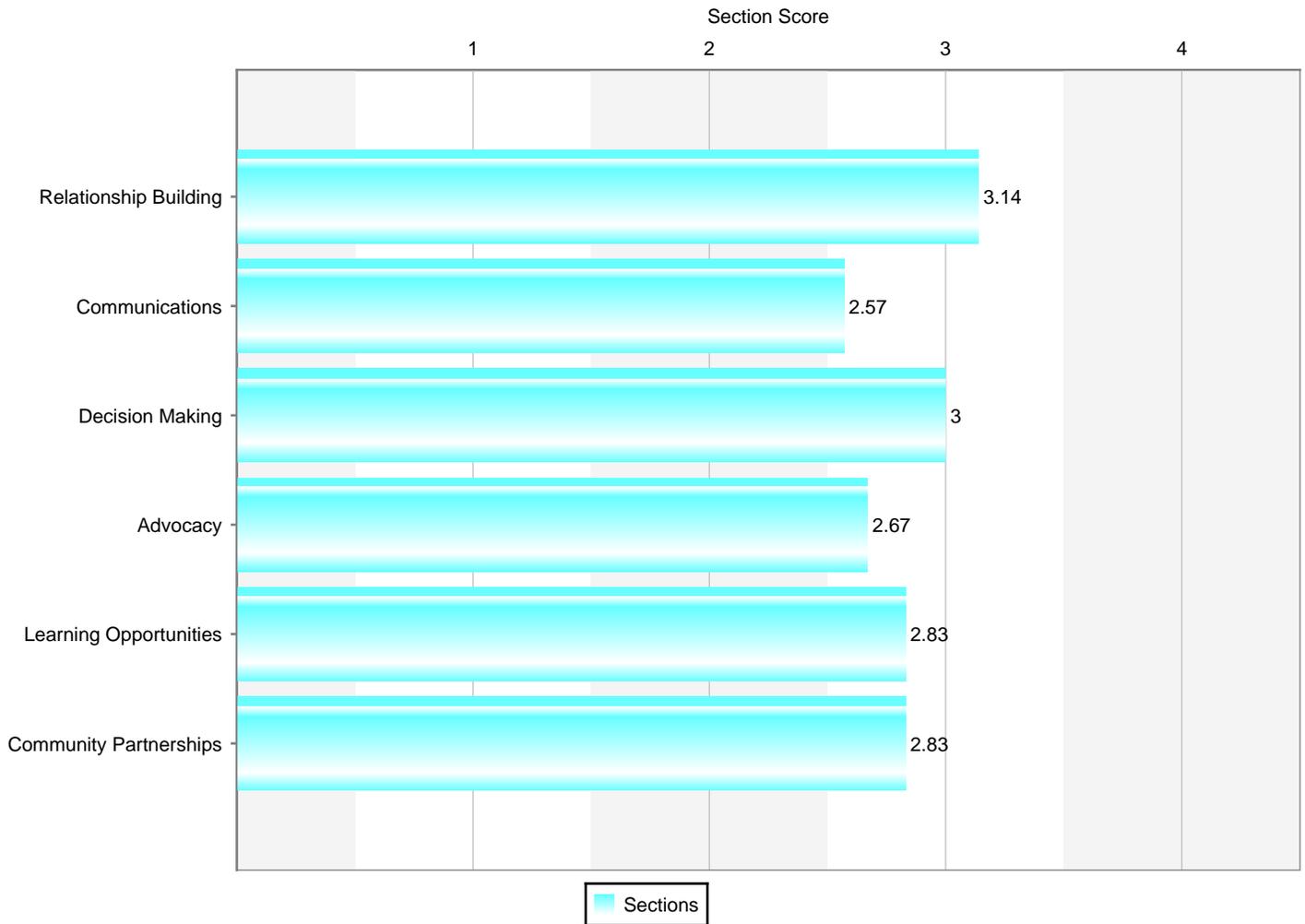
Reflection

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

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 13 ways: Transition Fair (HS to post-secondary); speakers on such topics as internet safety, bullying; College Fair; Professional Development opportunities; DARE program beginning at the middle school; Operation Preparation which brings to the students community leaders from various career fields; homecoming parade; military recruitment; on-site district police officer; 2 school nurses; Coordinated School Health Committee with community members; SBDM Council elected by parents; open SBDM Meetings; 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. FRYSC works regularly with school stakeholders.

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. The high school also has a school twitter account that sends out communication on both academic and athletic events.

School Safety Report

Introduction

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

School Safety Requirements

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

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

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

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 3, 2015	

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

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

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

KDE Comprehensive School Improvement Plan

Fairview High School

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

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire drill was held on August 28; Earthquake drill was held on August 28; Tornado drill was held on August 28. The lock down drill was delayed due to the major construction/renovation project at the high school building. This drill was not held until November 6th. At this time all drills have been completed.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Yes, delay for lockdown drill was noted in previous response.	

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	The TELL survey was reviewed and analyzed by staff.	

What are the barriers identified?

The following were perceived as barriers by teachers:

- *Lack of consistency in student conduct enforcement
- *Lack of PLC scheduled time
- *Constructions limiting technology access (to computer labs, library, etc.)
- *Lack of parent involvement
- *Professional development differentiation

What sources of data were used to determine the barriers?

Sources of data were the TELL survey for the last two times as well as teacher group discussions.

What are the root causes of those identified barriers?

The following were noted as the causes of the barriers:

- *Construction restraints (these are alleviated as construction areas are completed)
- *Scheduling of meetings
- *Follow up process with PD, etc.
- *Lack of open discussion

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

The data indicates that the teachers are effective in their classrooms; yet test scores at the middle school level dropped from the 14-15 SY scores. Plans have been implemented to provide professional development in needed areas and to raise test scores.

Equitable Access Strategies

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

According to SBDM Policy 8.1.5, and Section (2)(i) we assign students based on schedule requests, minimum credits needed, and electives. All students have access to all classes as long as they meet the prerequisites.

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

According to SBDM Policy 8.1.5, and Section (2)(i) we assign students based on schedule requests, minimum credits needed, and electives. All students have access to all classes as long as they meet the prerequisites.

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

Data is analyzed to determine strengths and areas of need. Evaluations and observations are performed by the administration to determine strengths and weaknesses of staff using the PGES system. Staffing decisions, and student assignment are determined from the data for all students.

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

Teachers are selected through the consultation process by the SBDM. The SBDM reviews all applications, and determines the applicants who are to be interviewed. The principal recommends an applicant for a vacancy after consultation with SBDM.

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

The administration retains effective teachers by providing a safe working environment, and educational atmosphere. The administration invests Time and Energy into effective teachers to show his appreciation for them.

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

New teachers participate in KTIP with experienced teachers. The administration tries to assign new teachers to cooperating teachers in the same field if possible. All non-tenured teachers go through a summative evaluation as determined by the CEP. This will involve peer observations among other partial and full observations.

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

Teachers who perform below accomplished are given opportunities to participate in professional development to help with their areas of need. One on one meeting with the administration, peer mentor, and corrective action plans are put into place if needed.

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

Staff will be participating in professional development surveys so administration and SBDM can help determine professional development agendas.

Questions

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

The goals, strategies, and activities created to help all students have equitable access to educational opportunities are all designed to meet the immediate needs of our students. Our middle school reading and math scores both had a novice percentage of above 30. Thus, we have given an extra reading class to all middle school students to help break the ELA standards into more manageable instruction. We have created flexible instructional groups during our SOAR period to meet the needs of all students through remediation and/or enrichment activities.