

# FAIRVIEW INDEPENDENT SCHOOL DISTRICT



## COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

DISTRICT VISION – EAGLE PRIDE: EVERY STUDENT, EVERY DAY

DISTRICT MISSION – TO EDUCATE AND EMPOWER STUDENTS TO BECOME INDEPENDENT, SUCCESSFUL, LIFE-LONG LEARNERS.

**Belief Statement: As a team of educators, we will be difference makers in the lives of our students by giving every child our best in everything we do.**

### 2018/2019 District Mottos

#ItsMyWhy

#DifferenceMakers

#FutureFocused

**THE DISTRICT'S COMPREHENSIVE DISTRICT IMPROVEMENT PLAN IS DIVIDED INTO THE FOLLOWING AREAS:**

- 1) BOARD OF EDUCATION GOALS
- 2) SUPERINTENDENT GOALS
- 3) DISTRICT GOALS
- 4) ADDITIONAL SCHOOL AND DISTRICT PRIORITIZED GOALS

**ALL GOALS WILL BE COMPLETED BEFORE THE START OF THE 2019/2020 SCHOOL YEAR IF NOT OTHERWISE NOTED**  
**ACTION PLANS FOR SPECIFIC GOAL IMPLEMENTATION MAY BE DEVELOPED BUT NOT INCLUDED IN THE PLAN**

## BOARD OF EDUCATION GOALS

1. The Board will fully support the goals and strategies outlined in the District's Comprehensive Improvement Plan by recognizing it will be re-visited at least annually by the Board in our efforts for continuous improvement so that every student receives the best education possible.
2. The Board will operate as a visionary governance team in partnership with the Superintendent by striving to use productive practices in the Board's operations and development, and ensure our decisions are based on data and deliberation.
3. The Board will work as a team, with an absence of personal or group agendas, in an effort to keep the focus at all times on what is best for students and the Fairview Independent Schools.
4. The Board will support the Superintendent's priority focus on student learning resulting in successful outcomes at high levels so that every student is ready for their future.
  1. Support the superintendent's high expectations for continuous improvement of the district in strengthening instruction by using evidence-based practices.
  2. Support conditions for success and hold the system accountable for the academic and social-emotional growth of every student.
  3. Work to build a commitment of our community in understanding the value of a quality education in a changing world.
  4. Learn together as a board team by participating in work sessions, updates, and trainings with the superintendent.
5. The Board will foster a district culture that enables excellence and innovation.
  1. Support the superintendent's expectation of innovative learning practices backed by research and complete with solid plans for implementation, monitoring, and revision for continuous improvement.
  2. Support a collaborative environment with an emphasis on employee engagement designed to promote the recruitment and retention of a highly qualified staff.
  3. Support research-based staff professional development aligned with district goals.
  4. Foster a safe and secure environment for all students, staff, and visitors.
6. The Board will support the superintendent's implementation of improved systematic practices in her leadership of the district to improve the overall effectiveness of the district.
7. The Board will lead through sound policy, ensuring transparent, ethical, and legal operations.
  1. A primary responsibility of the Board is to set policy for the district. We are committed to reviewing current policies and developing sound, written policies using best practice advice.
  2. Ensure our actions and those of the district follow state and federal laws and appropriately address legal issues when they arise.
  3. Maintain high ethical standards and ensure processes for establishing policy are open, transparent, and accountable
8. The Board will sustain and enhance district resources through continuous planning and fiduciary oversight.

1. Review reports from Board Treasurer and input and recommendations from the Superintendent, in order to create financial health for the district, ensure accountability and transparency in the Board’s decision making; ensure the district budget aligns with the district’s Comprehensive Improvement Plan; and support plans and recommendations for both short term and long term financial health.
  
9. The Board will advocate for public education and the needs of the Fairview Independent School District.
  1. Articulate and advocate for the important role of local school governance.
  2. Develop and strengthen on-going relationships with local, state and national elected officials and policymakers around improving student achievement and the needs of public education.
  3. Work with our community to foster engagement and collaboration of all stakeholders to ensure high quality and equitable partnerships so that every student receives every support necessary to result in improved learning outcomes.
  
10. The Board will seek the involvement and participation of the entire community in an effort to create a mutual respect between the district and community.

**SUPERINTENDENT GOALS**

**Standard 1: Strategic Leadership**

**STANDARD 1 SUMMARY:** The superintendent creates conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent is the district’s educational leader in all matters and decision making. She leads the board of education by being their chief advisor. It is the responsibility of the superintendent to make all decisions related to the day to day operation of the district while ensuring the board is informed of the information related to their role and able to fulfill their responsibility of setting policy and providing resources to improve educational outcomes for students. The superintendent challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision and support to ensure success of the school district.

<b>GOALS:</b>
1. The Superintendent will create a working relationship with the local board of education, clearly defining roles and mutual expectations that result in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century.
2. The Superintendent will model and reinforce the culture and vision of the district by having open discussion sessions with teachers, school administrators, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district’s vision, mission and goals.
3. The Superintendent will create processes to ensure the district’s identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district.
4. The Superintendent will determine financial priorities in concert with the local board of education.
5. The Superintendent will lead the financial changes necessary to improve the financial stability of the district and will be highly involved and lead decision making regarding finances.
6. The Superintendent will facilitate the implementation of federal, state, and local education policies.

7. The Superintendent will facilitate the establishment of high, academic goals for all, ensure effective monitoring protocols, and model the expectation that instructional leaders respond frequently and strategically to progress data.

## **Standard 2: Instructional Leadership**

**SUMMARY:** The superintendent supports and builds a system committed to shared values and beliefs focused on using data to improve teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college-and-career ready.

### **GOALS:**

1. The superintendent will lead the District's philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitor progress toward those targets. She will do this with an approach that demonstrates a belief in the value, ability and worthiness of staff, students and community members.
2. The superintendent will model and apply learning for staff.
3. The superintendent will communicate high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels.
4. The superintendent will create processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district.
5. The superintendent will ensure the establishment of high, academic goals for all, ensure effective monitoring protocols, and model the expectation that instructional leaders respond frequently and strategically to data.
6. The superintendent will demonstrate awareness of all aspects of instructional programs.
7. The superintendent will support and be the driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology
8. The Superintendent will intentionally focus on improving the social and emotional well-being of students through intentional action plans with evidence-based practices at all school levels.
9. The Superintendent will be responsible for oversight of improvement plans to increase the overall academic achievement of students as measured by increasing the number of students who are identified as "Kindergarten Ready" on the Brigance assessment from 37.5% in the fall of 2018 to no less than 60% in the fall of 2019.
10. The Superintendent will be responsible for increasing the overall enrollment of preschool students from 24 in the 2017/2018 school year to 50 enrolled for the 2019/2020 school year by May, 2019.
11. The Superintendent will intentionally plan training and support over the summer of 2019 for preschool staff to improve the effectiveness of systems for curriculum, instruction, and assessment at the pre-k level.
12. The Superintendent will develop a Pre-k specific Professional Development Plan for both certified and classified pre-k educators will be developed prior to the end of May, 2019, for implementation in the 2019/2020 school year.
13. The Superintendent will ensure the development of a Master School District Calendar that is intentional in allowing multiple days during the summer of 2019 and throughout the 2019/2020 school year for teachers to complete in-depth work on standards and curriculum development.
14. The Superintendent will ensure the development and implementation of a district process to identify and implement District Non-Negotiables for Instruction.
15. The Superintendent will meet with district and school leadership weekly with a focus on developing systems to increase student achievement at Fairview Elementary and Fairview Middle/High School.

### **Standard 3: Cultural Leadership**

**SUMMARY:** The superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools. She works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. The superintendent must be able to improve the district culture to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.

<b>GOALS:</b>
1. The Superintendent will communicate strong ideals and beliefs about teaching and learning with all stakeholders and operate from those beliefs.
2. The Superintendent will build community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century.
3. The Superintendent will create a unified school system with shared vision and equitable practices between the elementary, middle/high, and district office.
4. The Superintendent will build trust and promote a sense of well-being among all stakeholders.
5. The Superintendent will be transparent in acknowledging areas needing growth while celebrating successes.
6. The Superintendent will be present, support and engage in the positive cultural traditions of the community and prioritize and attempt to attend as many activities as possible.
7. The Superintendent will create an environment that values and promotes diversity.
8. The Superintendent will expect all staff working in the school district to demonstrate team player behavior characteristics in their interactions with others on their team in order to most effectively fulfill the district’s mission and vision.
9. The Superintendent will work with the district athletic director to intentional focus on district support to increase support and make improvements to the elementary athletic program available to Fairview Students.

### **Standard 4: Human Resource Leadership**

**SUMMARY:** The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.

<b>GOALS:</b>
1. With a current level of limited financial resources, significant bond payments and operational costs, and a significant need for school district financial change, the Superintendent will ensure that necessary resources, including time and personnel, are allocated to achieve the district’s goals for short and long-term sustainability, and a focus on student achievement and quality educational opportunities is always the priority in decision making.
2. The Superintendent will carefully analyze current resources to develop the most successful plans to restructure resources, including personnel, as needed for optimal effectiveness in the 19/20 school year.
3. Considering our district’s financial constraints, the Superintendent will provide for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs.
4. The Superintendent will create and maintain a positive work environment.

5. The Superintendent will ensure that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; hold high standards for performance and take necessary personnel actions to ensure effective school operations.
6. The Superintendent will closely analyze school and district staffing and spending, the extended day contracts of extended day staff, and stipends to determine priority needs of the district in preparing for necessary adjustments to the salary schedule for the 19/20 school year.
7. The Superintendent will develop and implement the use of a Staff Handbook.
8. The Superintendent will ensure there is development of an intentional Professional Development Learning Plan for both certified and classified educators prior to the end of May, 2019, for implementation in the 2019/2020 school year.
9. The Superintendent will ensure there is an improved system developed for identifying, scheduling, and documenting completion of Professional Development needs of educators will be implemented before the start of the 2019/2020 school year.
10. The Superintendent will ensure the district's writing for grants as appropriate.

### **Standard 5: Managerial Leadership**

**SUMMARY:** The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. Our district will be successful when we solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21<sup>st</sup> century needs of the district.

- GOALS:**
1. The Superintendent will collaborate to prepare and oversee a budget that aligns resources with district visions and needs.
  2. The Superintendent will collaborate and support the development of a plan for facility and technology needs.
  3. The Superintendent will continually assess programs and resource allocation.
  4. The Superintendent will develop and enforce clear expectations for efficient operation of the district.
  5. The Superintendent will develop and implement an effective system of district-wide communication.
  6. The Superintendent will continually assess the system in place that ensures the safety of students and staff.

### **Standard 6: Collaborative Leadership**

**SUMMARY:** The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision and mission. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.

- GOALS:**
1. The Superintendent will develop collaborative partnerships with the greater community to support the 21<sup>st</sup> century learning priorities of the school district and its schools.
  2. The Superintendent will ensure systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and ultimately the short and long-term success of the school district.

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| 3. The Superintendent will development a better understanding of the district’s partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities |
| 4. The Superintendent will development a better understanding of the partnerships that remove barriers thus ensuring all students have access to college and career courses in high school   |

**Standard 7: Influential Leadership**

**SUMMARY:** The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.

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| <b>GOALS:</b>   |
| 1. The Superintendent will apply laws, policies and procedures fairly, wisely, and considerately.   |
| 2. The Superintendent will define, understand, and communicate the impact on proposed legislation.  |
| 3. The Superintendent will utilize legal systems to protect the rights of students and staff and to improve learning opportunities.                                       |
| 4. The Superintendent will continue to increase in understanding of the political systems involving the district.   |
| 5. The Superintendent will access local, state and national political systems to provide input on critical educational issues   |
| 6. The Superintendent will start an in-depth policy and procedure revision of district policy and procedures and make recommendations to the board of education.          |
| 7. The Superintendent will implement a plan for adding additional cameras and lighting to improve safety and security will be developed prior to the end of January 2019. |

## **2018/2019 DISTRICT GOALS**

### **PROFICIENCY**

By 2022, the Fairview Independent School District will increase the overall academic achievement of students as measured by Kentucky's state assessment by increasing the percentage of students at the elementary level scoring proficient or distinguished in 2018 from 39% (54 students) to more than 60% in reading, 33% (46 students) to more than 60% in math, 5% (2 students) to more than 40% in science, 22% (11 students) to more than 60% in social studies, and 29% (14 students) to more than 60% in writing.

By 2022, the Fairview Independent School District will increase the overall academic achievement of students as measured by Kentucky's state assessment by increasing the percentage of students at the middle school level scoring proficient or distinguished from 46% (81 students) to more than 70% in reading, 19% (30 students) to more than 50% in math, 5% (3 students) to more than 40% in science, 44% (25 students) to more than 70% in social studies, and 25% (14 students) to more than 50% in writing.

### **GRADUATION RATE**

By 2020, the Fairview Independent School District will increase the Graduation Rate from 86.1 in 2014 to at least the state required target for the district of 93.2, as measured by the 4-Year Cohort Graduation Rate.

### **GAP**

By 2019 as required by the KDE, The Fairview Independent School District will increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) to at least the following state required target for the district: elementary schools from 27.5% to 67.7%, middle school from 27.5 % to 64.3%, and high school from 28.4% to 66.8% in 2021.

### **TRANSITION READINESS**

The Fairview Independent School District will meet the benchmark that will not be set until fall of 2019 by the KDE for elementary and middle schools and at the high school level by meeting/exceeding the Kentucky Minimum High School Graduation Requirements and meeting the requirements of Academic and Career Readiness as outlined by the Kentucky Department of Education.

### **GROWTH**

By 2020, the Fairview Independent School District will increase the average combined reading and math growth in grades 3-5 by decreasing the percentage of students in the category "Less than catch up" in reading to less than 19.1% and in math to less than 21.2% and increasing the percentage of the students in the "catch up", "keep up" and "move up" categories for reading in math based on the benchmark or target set by the KDE in the future.



## **SEPARATE ACADEMIC INDICATORS**

By 2020, the Fairview Independent School District will increase student academic achievement in science, social studies, and writing, in order to increase the elementary separate academic indicator from 47.5 to at least the target set by the KDE in the future and increase the middle separate academic indicator from 54.8 to at least the target set by the KDE in the future.

## **ADDITIONAL DISTRICT PRIORITY GOALS AND OBJECTIVES**

### **ELEMENTARY**

By 2022, the Fairview Independent School District will increase the overall academic achievement of students as measured by Kentucky's state assessment by decreasing the percentage of students at the elementary level scoring novice from 29% (40 students) to less than 10% in reading, 33% (46 students) to less than 10% in math, 30% (11 students) to less than 10% in science, 20% (10 students) to less than 10% in social studies, and 22% (11 students) to less than 10% in writing.

By 2022, the Fairview Independent School District will increase the overall academic achievement of students as measured by Kentucky's state assessment by increasing the percentage of students at the elementary level scoring proficient or distinguished from 39% (54 students) to more than 60% in reading, 33% (46 students) to more than 50% in math, 5% (2 students) to more than 50% in science, 22% (11 students) to more than 50% in social studies, and 29% (14 students) to more than 40% in writing.

Prior to the start of the 19/20 school year, fully implement a school-wide academic intervention program at Fairview Elementary in reading, math, and behavior that addresses the learning needs of all students and increases student achievement on an individual basis.

Prior to the start of the 19/20 school year, Fairview Elementary will fully implement a data analysis system that allows for teachers and school leadership to review, analyze, and apply data in a consistent manner, as well as use data in instructional decision-making.

Prior to the start of the 19/20 school year, Fairview Elementary will fully implement a school-wide curriculum for reading and math that is monitored and implemented with fidelity.

Prior to the start of the 19/20 school year, Fairview Elementary will fully implement with fidelity a school-wide system of interventions for reading, math, writing, and behavior.

## **STRATEGIES AND ACTIVITIES FOR ACTION PLANNING ON FOLLOWING PAGE**

## **MIDDLE AND HIGH SCHOOL**

By 2019, the Fairview Middle and High School will increase the overall academic achievement of students as measured by Kentucky's state assessment by decreasing the percentage of students at the middle school level scoring novice from 25% (40 students) to less than 15% in reading, 22% (36 students) to less than 10% in math, 28% (16 students) to less than 10% in science, 5% (3 students) maintained at less than 10% in social studies, and 16% (9 students) to less than 10% in writing.

By 2019, Fairview Middle and High School will increase the overall academic achievement of students as measured by Kentucky's state assessment by Increasing the percentage of students at the middle school level scoring proficient or distinguished from 46% (81 students) to more than 60% in reading, 19% (30 students) to more than 40% in math, 5% (3 students) to more than 50% in science, 44% (25 students) to more than 50% in social studies, and 25% (14 students) to more than 40% in writing.

By 2019, Fairview High School will increase the overall academic achievement of students as measured by increasing the ACT average score for English (16.4), reading (17.8), math (16.9), science (17.6), each by at least 1 point, and the overall composite (17.3) by at least 1 point.

By 2019, Fairview Middle and High School will improve transition outcomes for Fairview graduates by increasing our "successful" rate by 3%.

By 2019, Fairview Middle/High School will fully implement personalized learning by utilizing a process of continuous improvement to include school leadership's on-going monitoring of effectiveness and responsiveness to in making necessary adjustments to implementation of a balanced system as necessary to result in improved student academic achievement.

By 2019, Fairview Middle/High School will effectively utilize extended school services before and after school to provide individual interventions to all students not meeting the standard, including students falling in identified Gap Groups.

### **STRATEGIES TO ADDRESS ELEMENTARY, MIDDLE, HIGH GOALS**

#### **AS OUTLINED IN THE LINKS BELOW**

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

### **ACTIVITIES TO DEPLOY ELEMENTARY, MIDDLE, HIGH STRATEGIES**

#### **AS OUTLINED IN THE LINKS BELOW**

[KCWP1: Design and Deploy Standards Classroom Activities](#)

[KCWP2: Design and Deliver Instruction Classroom Activities](#)

[KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)

[KCWP4: Review, Analyze and Apply Data Classroom Activities](#)

[KCWP5: Design, Align and Deliver Support Classroom Activities](#)

[KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

## Current Performance on State Assessments

Level	State Assessment/Content/Grade	Current (2018) Meeting Standard
Elementary	KPREP/Reading/Grades 3-5	39%
Elementary	KPREP/Math/Grades 3-5	33%
Elementary	KPREP/Science/Grade 4	5%
Elementary	KPREP/Social Studies/Grade 5	22%
Elementary	KPREP/Writing/Grade 5	29%
Middle	KPREP/Reading/Grades 6-8	46%
Middle	KPREP/Math/Grades 6-8	19%
Middle	KPREP/Science/Grade 7	5%
Middle	KPREP/Social Studies/Grade 8	44%
Middle	KPREP/Writing/Grade 8	25%
High School	KREP/Reading/Grade 11	37%
High School	KREP/Math/Grade 11	21%
High School	KREP/Science/Grade 11	36%
High School	KREP/Writing/Grade 11	21%
High School	ACT-CPE/English/Grade 11	32%
High School	ACT-CPE/Math/Grade 11	19%
High School	ACT-CPE/Reading/Grade 11	37%
High School	ACT Average /English/Grade 11	16.4
High School	ACT Average /Math/Grade 11	16.9
High School	ACT Average /Reading/Grade 11	17.8
High School	ACT Average /Science/Grade 11	17.6
High School	ACT Average /Composite/Grade 11	17.3

Fairview High School's 2018 ranking on the ACT is 201 out of 228 high schools, with our composite average 17.3. When it comes to the ACT, an overall composite average increase of 1 point is huge but with an intentional focus, 18.3 is attainable. When we reach our goal of 18.3, based on the 2018 rankings, we will be in the top 50% of high schools.

### KRISTEN SORREL EXCEPTIONAL CHILD SERVICES

The percentage of students scoring novice on state testing in reading at the elementary level will decrease from 55% in 2018 to no more than 25% in 2019.

The percentage of students scoring novice on state testing in reading at the middle school level will decrease from 55% in 2018 to no more than 25% in 2019.

The percentage of students scoring proficient and distinguished on state testing in reading at the elementary level will increase from 10% in 2018 to more than 35% in 2019.

The percentage of students scoring proficient and distinguished on state testing in reading at the middle school level will increase from 18% in 2018 to more than 35% in 2019.

The percentage of students scoring novice on state testing in math at the elementary level will decrease from 40% in 2018 to no more than 20% in 2019.

The percentage of students scoring novice on state testing in reading at the middle school level will decrease from 64% in 2018 to no more than 25% in 2019.

The percentage of students scoring proficient and distinguished on state testing in reading at the elementary level will increase from 0% in 2018 to more than 25% in 2019.

The percentage of students scoring proficient and distinguished on state testing in reading at the middle school level will increase from 0% in 2018 to more than 25% in 2019.

The Director of Special Education will develop an intentional plan focusing on improving the climate of the department and increasing retention of qualified staff by increasing support for students and staff.

The Director of Special Education will collaborate with principals and lead the implementation strategies and activities to improve instructional practices for students with disabilities to result in improved student achievement.

## **JASON MORRISON FACILITIES, MAINTENANCE, TECHNOLOGY**

The Director of Facilities will collaborate with principals and lead the implementation of a system to ensure the cleanliness of all facilities.

The Fairview Independent School District will ensure a system is developed to implement the district's Ticket System with fidelity.

The Director of Facilities will collaborate with the maintenance department to develop a timeline to prioritize maintenance needs in the district and identify short-term needs (this year) and long-term needs (10 years out).

The Director of Technology will develop a system to update the district's webpage weekly with updated information communicated through social media, email, and the one call system, to allow for streamlined communication of information.

## **ASHLEY CAREY FAMILY RESOURCE YOUTH SERVICE CENTER**

Assist in the Prevention of the use of Alcohol, Tobacco and Other Drugs and Improve decision-making skills by educating students and families.

improve the overall health and well-being of students and increase their ability to succeed in school by addressing the coordinated school health components.

To Identify, Coordinate and/or develop resources to ensure children have access to quality enrichment activities.

## **LAUREN BURNSIDE FINANCE**

The Director of Finance will ensure implementation with fidelity of a process to track employee attendance and use of substitutes.

The Director of Finance will explore options for improving the efficiency of accounts payable procedures utilized by the district.

The Director of Finance will consult as appropriate with the superintendent and continue to train district and school staff on practices necessary to ensure there are no areas of non-compliance found in the district's annual audit.

## **CINDY WHITT FOOD SERVICE**

The Director of Food Service will continue to collaborate with school administration to increase the percentage of students participating in breakfast, lunch, and dinner.

The Director of Food Service will continue to seek input from students to increase options likeable by students for all meals served by the school district.

The Director of Food Service will implement the summer feeding program for the summer of 2019.

## **BEN COLEMAN PUPIL ATTENDANCE**

Prior to the end of the 19/20 school year, increase the District's overall ADA by at least 2%.

Research and develop a plan for the implementation of a virtual school as an option to improve academic outcomes for home school students to start at the beginning of the 19/20 school year.

## **TERRI HOOD TRANSPORTATION**

Develop and implement a process of communicating to bus drivers when students may be disruptive on the bus in the afternoon due to behavioral concerns at school during the day.

Utilize the District's Volunteer Program to identify volunteers who may want to serve as bus monitors.

Explore and develop a process for implementing a digital version for bus requests (mileage & maintenance).