



KDE Comprehensive Improvement Plan for Districts

Fairview Independent

2100 Main St
Ashland, KY 41102

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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 system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Fairview Independent School System is located in Westwood, KY, a suburb of Ashland. The 2010 Census lists the population of Westwood as 4,476. The total size of Westwood is 4 square miles, yet our student enrollment for the 2014-2015 SY is at 838 due to nearly 34% of our students coming from out of district. Parents choose to send their children to our school district because of the great educational and family atmosphere. The Fairview School District is classified as a schoolwide Title 1 district with 70.88% of our students qualifying for free/reduced lunch status. Our system has only 2 schools, Fairview Elementary, grades PK-5, and Fairview High School, which currently is housed in two buildings- grades 9-12 in one and grades 6-8 in the other. Originally, Westwood had 3 elementary schools, but due to the economy and declining numbers 2 schools had to be closed. In 2000 Pine Acres Elementary building became Fairview Elementary after extensive remodeling and refurbishing. The air conditioned Robert Morrison gymnasium at the elementary not only supports elementary events, but also is the home of the Fairview High School Girls Volleyball team and the middle school basketball teams. The Fairview HS drama and choir departments currently use the gym stage for their performances; and at the beginning of each school year, the entire district staff enjoys opening day activities there. The district employs 2 full-time nurses whose services are available for the entire district; however, one office is at the elementary school and the other is at the middle school building. Because of the number of free/reduced students Fairview Independent School District now offers free breakfast and lunch to all students. In addition, at the high school we are offering evening meals before the students leave after school is dismissed. We offer a full curriculum to our high school students with opportunities to earn college credit through a dual credit program with the local university and 2 teachers on staff who teach dual credit courses, College Algebra and Freshman English. Several programs are available throughout the district to help with Response to Intervention for all qualifying students. We have a Reading Specialist to also work with all district students who need additional assistance with reading skills. We provide MAP (Measures of Academic Progress) testing 3 times a year to track all student progress.

The district is continually searching for the best programs to assist the students at Fairview. Knowing technology is the wave of the future, we have provided all our schools wi-fi access. Many of our teachers are provided iPad's for more mobile technology service (and for professional development opportunities). Our elementary school has 2 computer labs the middle school one, and the high school 3. The district provided the 10th grade English class a Kindle Fire lab to further encourage and enhance reading opportunities. At the high school level, a full computer classroom and a mini-computer classroom lab were provided through the innovations of two of our teachers who worked through the Woodland's Foundation group to secure finances to help purchase the needed computers. Our system participates with the DataSeam Initiative project in order to receive a DataSeam funding match for each Apple computer that we purchase. We also became one of the participants of the largest Apple grid in the world. Our system operates with 10 administrative/Central Office positions. We have our superintendent; an assistant superintendent whose duties include pupil personnel and extended school services; a Special Education Director; a Child Nutrition Coordinator; a Reading Specialist who also coordinates the RTI program; an elementary principal who is also Pre-School director and Read to Achieve contact; a high school principal who is also over KTIP ; a part-time person who is a project director over SACS, Program Reviews, Title 1 and PD; a middle school principal who supervises MAP and is the DAC ; a technology person who is also the school informational officer; and classified personnel: a finance director, an accounts person, a maintenance person, a transportation director, a payroll person, and a bookkeeper. As one can note, our system operates with just a few administrators who function in many areas. Our main focus is to put more funds and support directly into the school building and programs for students and staff.

System's Purpose

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

Fairview Independent School District "will provide an educational program that will endeavor to use all available resources in developing a safe, secure, and orderly environment conducive to student learning". Our goal as a school district is to "cultivate the total child - mind, body, and spirit". We will use all staff, instruction, and resources to maintaining this philosophy. We partner with parents, staff, and community to provide the safest environment and best education possible for all our students. Our schools and community are one family. The historical philosophy "Believe in the Wood" has been a guiding force for the accomplishments of any aspect of Westwood for years. Parents want their children to attend a community school where each child can receive "a private school education at a public school price" (as stated in a thank you letter from a parent of one of our 2010 graduates). This idea is affirmed by the fact that nearly 34% of our student population come from neighboring school districts because their parents/guardians chose to send their children to the Fairview District. We will use all our resources, both financial and personal, to find programs and staff that can best educate our students. Only the applicants that are the best for our school system are the ones offered a position-those with a positive personality who believe that the needs of a children must always come first, who believe that a child can achieve at his or her own level, and who are willing to be involved in any training that will result in incorporating the best teaching practices possible in the classroom. For the 2014-2015 SY we were able to hire 17 new teachers and staff members.

The Fairview Independent School District motto focuses on success of all students. All students will be successful in making the transition into a global world through cultivation of the total child - mind, body, and spirit - in order that their lives will be rich and meaningful, and each child will be given the opportunities to reach the levels needed to be successful in college and career readiness skills. The district and each respective school within the district system have a motto that relates to the final result that Fairview Independent School District wishes their students to attain - success.

District - Fairview Eagles soar to success!

Fairview Elementary School: Soar to Success - Attitude and Effort

Fairview High School: Small, school...big success

The Fisd provides encouragement, personnel, and finances to provide all students an opportunity to be successful. Throughout the district all successes are celebrated. Displays of recognition of both students and teachers are noticeable in all 3 school buildings. Every teacher on staff is highly qualified in his or her field. Each is provided ample opportunity to continue with the latest professional development opportunities. All classified staff who work with our students meet the standards and qualifications for each job that is held. The high school schedule provides our students plenty of opportunities for required and elective subjects. We provide transportation for all students who wish to pursue a technical/vocational career to a local vocational school in a different school district. Our students are given the opportunity for dual credit classes as teachers come to our campus to teach the classes and 2 of our high school teachers are qualified and teach dual credit classes also. No qualified student is denied this opportunity. Many of our students leave the Fairview District with not only a high school diploma, but also with enough credits to enter college as a sophomore.

Notable Achievements and Areas of Improvement

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

One of the greatest achievements at the high school level has been the graduation rate of 100% which puts Fairview High School one of only 5 schools in the state that can boast of that achievement. Our cohort graduation rate for the 2013-2014 SY is 95.6% which is 7.6% higher than that of the state rate and 5.3% higher than the state target rate for 2016. Even though our elementary, middle school, and high school test scores rose, our system still remains in the Needs Improvement category; yet they both raised their levels to progressing. The elementary school rose from 58.0 to 66.9 and the middle school rose from 52.0 to 64.0. In percentile ranking the elementary rose from 24th to 34th and the middle school rose from 13th to 58th. As one can tell, both schools are on their way to reaching goals. Fortunately, our high school did fantastic! It rose from the 15th percentile with a score of 58.4 to the 88th percentile with a score of 74.7. The high school rose from Needs Improvement to being also classified as a Proficient school for the 2013-2014 SY. Yet, our district has still taken several steps to improve and enrich the education of our students. We have provided multiple opportunities for professional development in needed areas, provided the finances for additional computer based remediation programs, and purchased new mathematics textbooks for the elementary and additional copies of books for the middle school level. We purchased new language arts with the common core curriculum for the elementary; and new social studies books were purchase for the middle and high school. In addition new business books were purchased to better align with the College and Career curriculum. With these improvements, our state scores, as well as ACT, EXPLORE, and PLAN scores should improve. We believe one great improvement at the high school level created an atmosphere more conducive to learning. Beginning in the spring of 2013 and ending in September 2013, a major renovation at the high school was implemented by modernizing the heating and cooling system as well as replacing all the antiquated windows throughout the building. All new red, white, and black floor tiles reflecting the school colors replaced all the old faded white tiles. Rooms were also painted. This current renovation project cost \$2.5 million, but the outcome in student achievement was well worth the cost. The newest renovation and construction project is described fully in the next section, Additional Information.

With the addition of 17 new staff members, new textbooks, new computer enrichment programs, and requested professional development, the students of the Fairview District are already progressing in achievement this SY as current evaluations will attest such as MAP, STAR reading, etc. We are hoping for a much brighter outlook for the 2014-2015 testing.

Additional Information

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

Reflecting after the 2013-2014 SY, the greatest impact for the high school students would be an opportunity for the school system to finish additional renovations and refurbishments to the high school. The plan would include building a wing to house the middle school students and possibly adding some vocational classes. Money would also need to be made available for general operations of the entire school system. In order for this opportunity to arise, it was believed by the Board that a tax utility plan would need to be enacted. This tax utility plan was put to a vote by the Westwood citizens who also must have believed in the need, for the utility tax was approved by the voters. This vote will definitely affirm the future education of the students within the Fairview schools.

As noted above, the future education of the students of the Fairview School District has been affirmed beginning with the 2014-2015 school year. Construction for additional renovations to the current high school building and the addition of a new middle school level wing adjacent and parallel to the main hallway of the high school building has begun. A \$7.5M project budget has been approved. During Christmas break technology wiring was installed for the anticipated plans and for the current renovation plans. Renovation will include moving the cafeteria to the current library/media center area and moving the media center to the current cafeteria area. The main office and school entrance will also be moved to the current cafeteria area. The renovation phase should be completed by the beginning of the 2015-2016 SY. The construction of the middle school wing will continue through the 15-16 SY. Additionally, because the bid price came in lower than anticipated, additional money became available to provide the additions of lights for the baseball and the softball fields as well as a 1500 square foot stage in the George Cooke Memorial Gymnasium.

College and Career Readiness

Overview

Plan Name

College and Career Readiness

Plan Description

Focus on student post secondary transition to college and career readiness plans

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Fairview Independent Schools will increase the percentage of students who are college and career ready from 34% to 68% by 2015	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Fairview Independent Schools will increase the percentage of students who are college and career ready from 34% to 68% by 2015

Measurable Objective 1:

A 8% increase of All Students will collaborate to increase the college and career ready percentage from 42.7% to 51.0% in Career & Technical by 05/31/2013 as measured by Unbridled Learning CCR formula.

Strategy 1:

College and Career Readiness - District and school personnel will work together to counsel all students beginning in 6th grade through ILP's through 12th grade with career and college choices.

Category:

Activity - ILP development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students grades 6-12 will work with teachers and counselor to create individual learning plans. Schools: All Schools	Career Preparation/Orientation	08/13/2012	05/31/2013	\$0	No Funding Required	Teachers, counselor, district personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP development	All students grades 6-12 will work with teachers and counselor to create individual learning plans.	Career Preparation/Orientation	08/13/2012	05/31/2013	\$0	Teachers, counselor, district personnel
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP development	All students grades 6-12 will work with teachers and counselor to create individual learning plans.	Career Preparation/Orientation	08/13/2012	05/31/2013	\$0	Teachers, counselor, district personnel
Total					\$0	

GAP - Increase Achievement 2014-2015

Overview

Plan Name

GAP - Increase Achievement 2014-2015

Plan Description

To develop a plan to increase student achievement in math and reading district wide.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To increase achievement of students district wide.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$11620

Goal 1: To increase achievement of students district wide.

Measurable Objective 1:

A 50% increase of All Students will demonstrate a proficiency in reading skills in Reading by 05/29/2015 as measured by Performance on KPREP, EPAS, and EOC.

Strategy 1:

Reading Enrichment - All teachers will develop a plan to increase reading proficiency with their students.

Category: Continuous Improvement

Activity - Reading Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use computer based programs, textbooks, additional sources such as Readworks.org, etc. to increase reading proficiency in all students. Schools: All Schools	Academic Support Program	09/01/2014	05/29/2015	\$9120	District Funding, General Fund	Principals, teachers, reading specialist, RTI staff, central office staff

Measurable Objective 2:

50% of All Students will demonstrate a proficiency in mathematics skills in Mathematics by 05/29/2015 as measured by state testing results on KPREP, EPAS, EOC, and others.

Strategy 1:

Mathematics enrichment - All math teachers will work with students in math in order to increase their math proficiency.

Category: Continuous Improvement

Activity - Math Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use additional methods and materials to enrich math skills with their students. They will use programs such as IXL, Study Island, Think Central, Math Enrichment Workbooks, etc., according the level of ability of the students. Schools: All Schools	Academic Support Program	09/01/2014	05/29/2015	\$2500	General Fund	Principals, teachers, central office personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Initiatives	All math teachers will use additional methods and materials to enrich math skills with their students. They will use programs such as IXL, Study Island, Think Central, Math Enrichment Workbooks, etc., according the level of ability of the students.	Academic Support Program	09/01/2014	05/29/2015	\$2500	Principals, teachers, central office personnel
Reading Enrichment	All teachers will use computer based programs, textbooks, additional sources such as Readworks.org, etc. to increase reading proficiency in all students.	Academic Support Program	09/01/2014	05/29/2015	\$1620	Principals, teachers, reading specialist, RTI staff, central office staff
Total					\$4120	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Enrichment	All teachers will use computer based programs, textbooks, additional sources such as Readworks.org, etc. to increase reading proficiency in all students.	Academic Support Program	09/01/2014	05/29/2015	\$7500	Principals, teachers, reading specialist, RTI staff, central office staff
Total					\$7500	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Enrichment	All teachers will use computer based programs, textbooks, additional sources such as Readworks.org, etc. to increase reading proficiency in all students.	Academic Support Program	09/01/2014	05/29/2015	\$9120	Principals, teachers, reading specialist, RTI staff, central office staff
Math Initiatives	All math teachers will use additional methods and materials to enrich math skills with their students. They will use programs such as IXL, Study Island, Think Central, Math Enrichment Workbooks, etc., according the level of ability of the students.	Academic Support Program	09/01/2014	05/29/2015	\$2500	Principals, teachers, central office personnel
Total					\$11620	

Principal and Teacher Effectiveness 2014-2015

Overview

Plan Name

Principal and Teacher Effectiveness 2014-2015

Plan Description

All principals and teachers will complete TPGES and PPGES as required by KDE. Also the TELL survey will be analyzed and improvement plans will be implemented.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percent of effective teachers from ___% in 2015 to ___% in 2020	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$1000
2	All teachers/principals will review the TELL survey and develop strategies for improvement.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the percent of effective teachers from ___% in 2015 to ___% in 2020

Measurable Objective 1:

collaborate to increase the number of principals certified for observations by 05/29/2015 as measured by the number of principals certified to conduct evaluations.

Strategy 1:

TeachScape - Provide training in proficiency certification on Danielson Framework for teacher observation

Category: Principal PGES

Research Cited: Danielson Framework

Activity - Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide PD and testing for proficiency to perform observation for teacher effectiveness Schools: All Schools	Career Preparation/Orientation	04/10/2013	09/26/2014	\$1000	Race to the Top	Administration, principals, instructional supervisors, PD coordinator

Measurable Objective 2:

collaborate to increase the number of teachers who are trained in TPGES by 05/29/2015 as measured by Records maintained in CIITS for TPGES and PD records.

Strategy 1:

TPGES training - All teachers district wide will be trained in TPGES and will input required information into CIITS

Category: Teacher PGES

Activity - TPGES training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in TPGES and will input required information into the CIITS program Schools: All Schools	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	Principals, teachers, PD coordinator

Activity - TPGES required documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete their self-reflection, teacher growth goals, and student growth goals in the CIITS program Schools: All Schools	Policy and Process	08/29/2014	05/29/2015	\$0	No Funding Required	Principals, teachers, PD Coordinator

Goal 2: All teachers/principals will review the TELL survey and develop strategies for improvement.

Measurable Objective 1:

collaborate to analyze the TELL survey results by 03/27/2015 as measured by increase in positive percentages from the analysis of the TELL Survey to be taken in 2015.

Strategy 1:

TELL survey analysis - Teachers at both elementary and high school levels will meet in small groups to analyze the survey results and to develop strategies/plans for improvement. Principals will meet with the teachers.

Category:

Activity - Teachers meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with principals/central office staff to analyze the TELL survey results of 2013 and to develop/confirm a plan for improvement Schools: All Schools	Policy and Process	01/13/2014	03/27/2015	\$0	No Funding Required	Principals, central office staff, and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certification	Provide PD and testing for proficiency to perform observation for teacher effectiveness	Career Preparation/Orientation	04/10/2013	09/26/2014	\$1000	Administration, principals, instructional supervisors, PD coordinator
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES training	All teachers will be trained in TPGES and will input required information into the CIITS program	Policy and Process	08/07/2014	05/29/2015	\$0	Principals, teachers, PD coordinator
TPGES required documents	All teachers will complete their self-reflection, teacher growth goals, and student growth goals in the CIITS program	Policy and Process	08/29/2014	05/29/2015	\$0	Principals, teachers, PD Coordinator
Teachers meetings	Teachers will meet with principals/central office staff to analyze the TELL survey results of 2013 and to develop/confirm a plan for improvement	Policy and Process	01/13/2014	03/27/2015	\$0	Principals, central office staff, and teachers
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certification	Provide PD and testing for proficiency to perform observation for teacher effectiveness	Career Preparation/Orientation	04/10/2013	09/26/2014	\$1000	Administration, principals, instructional supervisors, PD coordinator
Teachers meetings	Teachers will meet with principals/central office staff to analyze the TELL survey results of 2013 and to develop/confirm a plan for improvement	Policy and Process	01/13/2014	03/27/2015	\$0	Principals, central office staff, and teachers
TPGES training	All teachers will be trained in TPGES and will input required information into the CIITS program	Policy and Process	08/07/2014	05/29/2015	\$0	Principals, teachers, PD coordinator
TPGES required documents	All teachers will complete their self-reflection, teacher growth goals, and student growth goals in the CIITS program	Policy and Process	08/29/2014	05/29/2015	\$0	Principals, teachers, PD Coordinator
Total					\$1000	

K-Prep Proficiency - 2014-2015

Overview

Plan Name

K-Prep Proficiency - 2014-2015

Plan Description

To increase the K-PREP scores for students 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	Increase proficient ratings in reading	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
2	Increase proficiency in math skills	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2500

Goal 1: Increase proficient ratings in reading

Measurable Objective 1:

14% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading level skills in English Language Arts by 05/29/2015 as measured by KPREP .

Strategy 1:

Literacy Initiatives - All teachers will analyze reading/language arts scores during a district - wide PD day. They will meet in subject/grade level groups. They will develop a plan of action to address the weaknesses of their students. PD time will be allocated to teachers (to be determined) in order for additional training necessary to meet the proficiency goals.

Category:

Research Cited: Kentucky Initiatives

Activity - District Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in groups to analyze state test scores and to develop a plan of action for improvement. Schools: All Schools	Policy and Process	10/20/2014	05/29/2015	\$500	District Funding	Lynn Hutchinson, Eric Hale, Christi Dornon all teachers

Activity - SOAR period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers at the middle school level will be responsible for a small group of MS students during SOAR during which time they will conduct intensive reading./math remediation/enrichment activities, included timed reading tests, and will track the increase/decrease of the performance levels of their students Schools: Fairview High School	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	Eric Hale, Justin Hollingsworth, Lynn Hutchinson, Laura Daniels, Pam Swentzel teachers

Goal 2: Increase proficiency in math skills

Measurable Objective 1:

18% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in mathematics skills in Mathematics by 05/29/2015 as measured by KPREP .

KDE Comprehensive Improvement Plan for Districts

Fairview Independent

Strategy 1:

Math Initiatives - All teachers have received new math textbooks that cover the common core standards. Teachers will work in PLC's to work on strategies for enrichment and remediation using the supplemental electronic/workbook materials that accompanies the textbooks.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Math proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a compute based program IXL for math remediation/enrichment Schools: Fairview Elementary School	Direct Instruction	08/11/2014	05/29/2015	\$2500	General Fund	Christi Dornon, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math proficiency	Teachers will utilize a compute based program IXL for math remediation/enrichment	Direct Instruction	08/11/2014	05/29/2015	\$2500	Christi Dornon, teachers
Total					\$2500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SOAR period	All teachers at the middle school level will be responsible for a small group of MS students during SOAR during which time they will conduct intensive reading./math remediation/enrichment activities, included timed reading tests, and will track the increase/decrease of the performance levels of their students	Direct Instruction	08/11/2014	05/29/2015	\$0	Eric Hale, Justin Hollingsworth, Lynn Hutchinson, Laura Daniels, Pam Swentzel teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Test Analysis	Teachers will meet in groups to analyze state test scores and to develop a plan of action for improvement.	Policy and Process	10/20/2014	05/29/2015	\$500	Lynn Hutchinson, Eric Hale, Christi Dornon all teachers
Total					\$500	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Test Analysis	Teachers will meet in groups to analyze state test scores and to develop a plan of action for improvement.	Policy and Process	10/20/2014	05/29/2015	\$500	Lynn Hutchinson, Eric Hale, Christi Dornon all teachers
Total					\$500	

Fairview High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SOAR period	All teachers at the middle school level will be responsible for a small group of MS students during SOAR during which time they will conduct intensive reading./math remediation/enrichment activities, included timed reading tests, and will track the increase/decrease of the performance levels of their students	Direct Instruction	08/11/2014	05/29/2015	\$0	Eric Hale, Justin Hollingsworth, Lynn Hutchinson, Laura Daniels, Pam Swentzel teachers
Total					\$0	

Fairview Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math proficiency	Teachers will utilize a compute based program IXL for math remediation/enrichment	Direct Instruction	08/11/2014	05/29/2015	\$2500	Christi Dornon, teachers
Total					\$2500	

Graduation Goals 2014-2015

Overview

Plan Name

Graduation Goals 2014-2015

Plan Description

To increase graduation rate

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To increase the graduation rate to 98%	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$8000

Goal 1: To increase the graduation rate to 98%

Measurable Objective 1:

98% of Twelfth grade students will demonstrate a proficiency in completing graduation requirements in Career & Technical by 05/29/2015 as measured by the graduation formula set by Next Generation Learners .

Strategy 1:

Graduation Goals - Any student who needs extra assistance will participate in the Credit Recovery Program beginning in January 2015 so all students will have the opportunity to graduate on time.

Category: Persistence to Graduation

Activity - Credit Recovery class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any student who qualifies for this program will be able to earn up to 3 credits toward graduation requirements Schools: Fairview High School	Academic Support Program	01/05/2015	05/29/2015	\$8000	District Funding	Eric Hale, Lauren Ellis, Tonia Lucas

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
Credit Recovery class	Any student who qualifies for this program will be able to earn up to 3 credits toward graduation requirements	Academic Support Program	01/05/2015	05/29/2015	\$8000	Eric Hale, Lauren Ellis, Tonia Lucas
Total					\$8000	

Activity Summary by School

Below is a breakdown of activity by school.

Fairview High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery class	Any student who qualifies for this program will be able to earn up to 3 credits toward graduation requirements	Academic Support Program	01/05/2015	05/29/2015	\$8000	Eric Hale, Lauren Ellis, Tonia Lucas
Total					\$8000	

KDE Needs Assessment

Introduction

The purpose of the School District (system) 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 Fairview Independent administration/teachers participated in data analysis during a professional development. The scores from state testing were distributed and staff reviewed them focusing on individual scores, growth scores, etc. Data indicated that although Fairview students overall showed strength in some areas by scoring proficient and distinguished individually, Fairview District was labeled "Needs Improvement" again. During a later analysis of scores using the KASA data analysis program and the CSIP documents, analysis was more aggressive. Plans were developed and a goal for extreme improvement was implemented. Focusing on the weak areas of our students in reading, math, and language mechanics across the district will contribute to the goal attainment.

The 2014 test scores indicated "Needs Improvement" for the district, but the district score did rise from 56.1 to 66.5 and percentile ranking rose from 17 to 61. The elementary, middle, and high school levels met their Annual Measurable Objectives. At district level the goal was 57.1 and we actually reached 66.5. The high school scores rose the highest from 58.4 to 74.7 and moved to the 88th percentile (great reasons to cheer). The data does not tell us specifically why some students were able to attain higher growth than others. District wide language and math scores were both below goals. Perhaps having textbooks more aligned with the common core standards might help. With that thought in mind, the district has provided updated math textbooks for all grade levels and new language arts textbooks currently for the elementary level (later this year for the middle/high school levels). With these purchases all students will have the current common core textbooks available. Also new social studies textbooks were purchase for the middle/high school levels.

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?

All areas of accountability rose slightly possibly due to the new programs and strategies that were instituted last year at both the high/middle school levels and at the elementary level. Teachers will continue to use the new methods. We celebrated at a football pre-game over 400 students who receive at least one proficient/distinguished rating. That achievement was a strength. We are slowing gaining. Our teachers will continue to reinforce the common core standards. We will continue to provide several computer based programs that reinforce skills in reading and math, such as Study Island and Reading Eggs and Reading Express at the elementary level. We will also continue to use IXL for reading and math reinforcement at the elementary level. At the MS/HS level we will continue to use the SOAR period for reinforcement/remediation to fit the individual needs of the students based on test scores. We have implemented a new credit recovery program for high school students who have met with unfortunate circumstances and need additional reinforcement to allow them to reach CCR status.

All our teachers on all grade levels continue to devote numerous hours in PLC and faculty meetings in developing strategies to improve reading and math skills, as well as other skills the students need to become successful.

Opportunities for Improvement

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

Improvement is needed in all areas: EXPLORE, PLAN, ACT, KPREP, and End of Course Exams. Our schools have implemented several plans to assure that our students are focusing on the common core standards. A big concern is in the areas of math and reading. The elementary school utilizes Study Island and Reading Eggs as well as IXL for math and reading reinforcement. We have provided a college readiness math class for our students who do not meet the ACT math benchmarks. RTI programs, and ESS by nearly 200 students who need additional help mastering math skills. We continue to use a Response to Intervention (RTI) program district-wide to target those students who fall within the bottom 10% of achievement. Each middle school student is enrolled in a separate reading class. We continue to provide an RTI assistant for both the middle school and the elementary school. Also, at the elementary level we have a Read to Achieve teacher who works directly with 1st grade students who have the weakest reading skills. In addition, MAP testing is completed 3 times a school year with opportunities for teachers to have weekly follow-up time for remediation/practice in one of the 4 available computer labs for the high school or 2 labs at the elementary school. To improve learning our students in grades 6-11 participate in Star Reading with regular evaluation of reading skills; and our 10th grade English classes in 2012 were provided a Kindle Fire lab in order to increase their reading skills, comprehension, and reading levels as part of the preparation for the End of the Course English II exam. Those classes continue with its use. Not only do our high school students have an opportunity to take dual credit college courses with college staff, but we also offer College Algebra and English 101 using the high school staff who are credited to teach at the college level.

The new class, SOAR, remains in the daily schedule at the MS/HS levels for the 2014-2015 SY. This class was designed for small group instruction in which students in grades 6-9 would receive remediation/enrichment in math and reading skills. Reading teachers met regularly in PLC meetings to monitor the progress of the reading program and adjust materials used in the curriculum as needed. The EOC students would be involved in remediation/enrichment/practice in the EOC courses on a rotation basis. The juniors and seniors will be focusing on the ACT Prep course. High school students are placed in a math reinforcement class in order for them to be better prepared for EOC, ACT, and COMPASS tests on track for becoming CCR. All scores are monitored so that as students meet the benchmark, they are able to rotate to a different SOAR class. Realizing no matter how hard a system tries to get all of its students to succeed on a daily basis, sometimes students need extra assistance to succeed. So also during the 2014-2015 a credit recovery course program was approved and purchased so that those students who need that extra boost could earn up to 3 credits, as needed. Additionally, the district provided funding for additional textbooks in math for grades 6-8, Algebra 1, Algebra 2, and Geometry that cover the common core standards; elementary GO MATH books series; language arts textbooks for elementary; and additional textbooks for business classes. All teachers have begun incorporating the new textbooks and supplemental enrichment/remediation materials into their curriculum.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

All scores on MAP and STAR reading are monitored each time they are taken. The scores are evaluated in PLC meetings at the school levels so that the necessary adjustments can be made with the students involved. The Reading Specialist oversees the MAP testing and personally helps monitor it as well as the processes of the RTI programs. Teachers in their PLC meetings monitor STAR levels also. The PD director provides opportunities for professional development in reading strategies or any other initiative that would improve the education of our students.

Teachers of all grade levels meet regularly to review and update all Program Review programs. Teachers have been trained on the TPGES evaluation system and have developed the self-reflection, student growth goals, and teacher growth goals sections of the program. All are monitored by the teachers/principals, and peers as designated. Central Office staff monitors the KDE reports of overall compliance.

Conclusion

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

The information in this section has already been addressed earlier in this document.

Compliance and Accountability - Districts

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

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable Distribution:** poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Fairview Independent Schools will increase the percentage of students who are college and career ready from 68.8% to 75% by 2015

Measurable Objective 1:

A 10% increase of All Students will collaborate to increase the college and career ready percentage from 68.8% to 75.0% in Career & Technical by 05/29/2015 as measured by Unbridled Learning CCR formula.

Strategy1:

College and Career Readiness - District and school personnel will work together to counsel all students beginning in 6th grade through ILP's through 12th grade with career and college choices.

Category: Management Systems

Research Cited:

Activity - ILP development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students grades 6-12 will work with teachers and counselor to create individual learning plans.	Career Preparation/ Orientation			08/13/2012	05/29/2015	\$0 - No Funding Required	Teachers, counselor, district personnel

Narrative:

Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

All teachers/principals will review the TELL survey and develop strategies for improvement.

Measurable Objective 1:

collaborate to analyze the TELL survey results by 03/27/2015 as measured by increase in positive percentages from the analysis of the TELL Survey to be taken in 2015.

Strategy1:

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TELL survey analysis - Teachers at both elementary and high school levels will meet in small groups to analyze the survey results and to develop strategies/plans for improvement. Principals will meet with the teachers.

Category:

Research Cited:

Activity - Teachers meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with principals/central office staff to analyze the TELL survey results of 2013 and to develop/confirm a plan for improvement	Policy and Process			01/13/2014	03/27/2015	\$0 - No Funding Required	Principals, central office staff, and teachers

Narrative:

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Met District Targets	N/A

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	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Run dual systems using some/all of the Kentucky Professional Growth and Effectiveness System components and will not be used for personnel decisions for teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Run dual systems using some/all of the Kentucky Professional Growth and Effectiveness System components and will not be used for personnel decisions for Principals in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		October 2014 Board Minutes

Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		November Board Meeting

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Strongly Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Strongly Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Strongly Agree	N/A

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	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Agree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		December Board minutes October Board minutes November Board minutes

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	www.fairview.kyschools.us	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	No	The high school has 2 teachers who are not high qualified at this time, although both have scheduled to take the needed exams. Letters are being prepared and will be sent to the parents of their students the month of January.	

Label	Assurance	Response	Comment	Attachment
6.	Our district 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		

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Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

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Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

KDE Comprehensive Improvement Plan for Districts

Fairview Independent

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes	District is Title 1 Schoolwide	

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

KDE Comprehensive Improvement Plan for Districts

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Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		