



KDE Comprehensive Improvement Plan for Districts

Fairview Independent

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Introduction

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

Executive Summary

Introduction

Every school 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 2015-2016 SY is at 794 due to over 35% 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 school-wide Title 1 district with 62.56% of our students qualifying for free/reduced lunch status. . 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 after school is dismissed before the students leave. From 3:30 - 5:00 PM any student in the district may participate in the program; their parents can also participate for a small cost. 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. Beginning at the end of the 14-15 SY, an extensive remodeling/construction project was begun at the high school. When the 15-16 SY began the high school students and staff were the first to enjoy the benefits of a state of the arts cafeteria and library. 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. We offer a full curriculum to our high school students with opportunities to earn college credits 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 Read To Achieve teacher at the elementary school dedicated to working with 1st grade and 4th grade students who fall below reading levels. We have a Reading Advisor at the elementary school who works with students who need additional assistance with reading skills. This year we expanded our STAR assessment program to include both reading and math district wide. 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. This year found the return of the high school STLP club that will involve students in working hands on with technology.

The 2015-2016 SY began with the Fisd hiring a new superintendent as the former superintendent retired. The new superintendent met many challenges with his tenure at Fairview, many of which will be addressed in the section under "Additional Information." Our system operates with 9 administrative/Central Office positions. We have our superintendent who is also the Title Director; a DPP whose duties include pupil personnel and extended school services; a Special Education Director who also coordinates the RTI program and 504's; a Child Nutrition Coordinator; 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 program coordinator and assists the superintendent; an assistant principal who is housed at the 6-8 building and who coordinates the certified evaluation plan and is the DAC ; a technology person who is also the school informational officer; and classified personnel: a finance director, a maintenance person, a transportation director, a payroll person, and a bookkeeper. For the 15-16 SY two new classified positions were created: bookkeepers for the elementary and for the high school who maintain all purchase order records according to the Red Book accounting program. 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 over 35% 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 into the classroom the best teaching practices possible. Prior to the opening of the 15-16 SY found the high school principal searching for four key core content teachers. The best of the applicants were hired. 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. Currently, 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 new superintendent has requested that all principals and staff meet to redesign the vision and the mottos for the district to indicate a closer and smoother camaraderie within the district.

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 (excluding one) on staff is highly qualified in his or her field. The one teacher who is not currently highly qualified is working toward that goal. 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 to 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 in the past 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 was 95.6% which was 7.6% higher than that of the state rate and 5.3% higher than the state target rate for 2016. For the 14-15 SY the cohort graduation rate fell to 86.1% while the College and Career Readiness rate rose from 68.8% to 77.3%, nearly 9% higher than the state average. With this rise in CCR and the rise in the Proficiency/Closing the Gap score from 40.1% to 54.1% at the high school level, the high school reached a Distinguished rating! Even though our elementary and high school test scores rose, the middle school scores dropped considerable from the 52nd percentile to the 21st percentile, thus our system still remains in the Needs Improvement category. The elementary school rose from the 30th percentile to the 53rd percentile which warranted them a rating of Needs Improvement/Progressing. For the 14-15 SY our district has 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. During the 13-14 SY 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. Added to the above textbooks purchased during the 13-14 SY, this year foreign language textbooks were purchased. Because the middle school scores fell considerably, a major emphasis is being place at this level for improvement. Two teachers have been dedicated to focus on reading; one teacher has been dedicated to focus on math. New workbooks and computer programs have been purchased to supplement the materials we already had. With these improvements, our state scores, as well as ACT 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. The 14-15 SY found the district having to reduce the number of teachers on staff; plus at the high school level several teachers resigned within 2 weeks of the opening day of school. Three of the teachers being replaced were those who were first year teachers during the 14-15 SY (being taught by first year teachers may have accounted for part of the drop in the middle school student test scores). The high school SBDM acted quickly to fill the needed core content teacher positions. With a stronger focus on accountability and administration guidance, a rise in student achievement can be seen already this school year as current evaluation through STAR reading and math testing will attest. With greater guidance from the new superintendent, district office personnel, and building principals, we are looking forward to a much brighter outlook for the 2015-2016 school year.

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 was to have been completed by the beginning of the 2015-2016 SY. In reality, a state of the art high school cafeteria and library have both been completed. The construction of the high school office area and the middle school wing is continuing through the 15-16 SY. As of December 2015 the office area has been framed in for walls and the middle school wing has outside walls. All the construction should hopefully be completed by the end of the 15-16 SY.

With all the positive aspects of the Fairview School District, we would be remiss if we did not mention some of the negative aspects that the district has had to overcome. For the past two years the district has been involved with an investigation from the Office of Education Accountability and the State Auditor regarding multiple allegations. When the new superintendent began his tenure on July 1, he was met with a verdict from the OEA and the Auditor. He has had to address sixteen Board Oversight Recommendations from the State Auditor of Public Accounts. Many of these recommendations were in some aspect related to the KDE Red Book Accounting procedures. The superintendent immediately began complying with the recommendations. All district staff received training in Redbook accounting; a new system of purchase orders and professional development requests was put into place; bookkeepers were placed at the high school and at the elementary school levels to help monitor the purchase orders and red book procedures in each school. The superintendent now visits the schools on a regular basis attending teacher's meetings, doing classroom "walkthrough's," etc., in order to understand firsthand what is happening in the schools of the Fairview School District. The school board meetings have moved into the electronic age with the utilization of lap top computers for immediate record keeping and a projector and screen being available so that those in attendance can see what is taking place. The superintendent's office was moved to the Central Office building so that he would be more accessible and would be more able to monitor the daily activities of the district.

However, with the turn toward the positive for the Fairview School District, one rather large "bomb" was recently dropped on the city and district. The largest provider of the district tax base, AK Steel Corporation, announced that the home offices were planning to idle the local steel plant. With the idling of the plant, the employee numbers would be greatly reduced; as a result of the reduction, the Fisd would lose nearly 60% of its tax revenue. Immediately, the superintendent and school board began discussions of how the district can survive this major cut in funding. The plan to finish this year without any reduction in staff or materials is to allocate federal and grant money to cover where a shortfall might occur. Then once a final decision of the future of the steel plant has been determined, the superintendent, principals, and school board with develop a school wide plan of action.

The negative is not the focus of the Fairview Independent School District, the goal of a brighter future is. With the new superintendent, 4 new board members, and dedicated staff, this district will persevere and be a impetus for the students who pass through the doors of the schools on their way to a college and career ready future.

Principal and Teacher Effectiveness 2015-2016

SY

Overview

Plan Name

Principal and Teacher Effectiveness 2015-2016 SY

Plan Description

Plan will assure that all principals, teachers, and other certified personnel are current with the evaluation process system.

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: 4	Organizational	\$1000

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 05/31/2016 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. Assure all principals and district personnel involved in Teachscape evaluation have maintained their certification. Schools: All Schools	Career Preparation/Orientation	04/10/2013	05/31/2016	\$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 05/31/2016 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	08/10/2015	05/31/2016	\$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	08/10/2015	05/31/2016	\$0	No Funding Required	Principals, teachers, PD Coordinator

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Fairview Independent

Activity - OPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers/personnel who are evaluated through the OPGES program will complete PGP, student goals, etc. Schools: All Schools	Policy and Process	08/10/2015	05/31/2016	\$0	No Funding Required	Principals, teachers, PD coordinator

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. Assure all principals and district personnel involved in Teachscape evaluation have maintained their certification.	Career Preparation/Orientation	04/10/2013	05/31/2016	\$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
OPGES	All teachers/personnel who are evaluated through the OPGES program will complete PGP, student goals, etc.	Policy and Process	08/10/2015	05/31/2016	\$0	Principals, teachers, PD coordinator
TPGES training	All teachers will be trained in TPGES and will input required information into the CIITS program	Policy and Process	08/10/2015	05/31/2016	\$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	08/10/2015	05/31/2016	\$0	Principals, teachers, PD Coordinator
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. Assure all principals and district personnel involved in Teachscape evaluation have maintained their certification.	Career Preparation/Orientation	04/10/2013	05/31/2016	\$1000	Administration, principals, instructional supervisors, PD coordinator
TPGES training	All teachers will be trained in TPGES and will input required information into the CIITS program	Policy and Process	08/10/2015	05/31/2016	\$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	08/10/2015	05/31/2016	\$0	Principals, teachers, PD Coordinator
OPGES	All teachers/personnel who are evaluated through the OPGES program will complete PGP, student goals, etc.	Policy and Process	08/10/2015	05/31/2016	\$0	Principals, teachers, PD coordinator
Total					\$1000	

KPREP Proficiency 2015-2016

Overview

Plan Name

KPREP Proficiency 2015-2016

Plan Description

Plan to increase proficiency in reading and math at the elementary and the middle school levels

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: 3	Academic	\$570
2	Increase proficiency in math skills	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2500

Goal 1: Increase proficient ratings in reading

Measurable Objective 1:

21% 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 05/31/2016 as measured by KPREP .

Strategy 1:

Literacy/Reading 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: Continuous Improvement

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	10/12/2015	05/31/2016	\$0	No Funding Required	District personnel, principals, 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	08/17/2015	05/31/2016	\$0	No Funding Required	District personnel, principals, librarian, teachers
Activity - Reading Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at K-5 elementary will work in small group reading instruction for enrichment/remediation. Students with greatest need will work with reading teachers with CARBO lab. Schools: Fairview Elementary School	Academic Support Program	08/17/2015	05/31/2016	\$570	Title I Part A	District personnel, principal, reading teacher, teachers

Goal 2: Increase proficiency in math skills

Measurable Objective 1:

25% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in mathematics skills in Mathematics by 05/31/2016 as measured by KPREP.

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	08/17/2015	05/31/2016	\$2500	General Fund	Principal , teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/17/2015	05/31/2016	\$0	District personnel, principals, librarian, teachers
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	10/12/2015	05/31/2016	\$0	District personnel, principals, all teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Enrichment	All students at K-5 elementary will work in small group reading instruction for enrichment/remediation. Students with greatest need will work with reading teachers with CARBO lab.	Academic Support Program	08/17/2015	05/31/2016	\$570	District personnel, principal, reading teacher, teachers
Total					\$570	

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	08/17/2015	05/31/2016	\$2500	Principal , teachers
Total					\$2500	

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	10/12/2015	05/31/2016	\$0	District personnel, principals, all teachers
Total					\$0	

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	08/17/2015	05/31/2016	\$0	District personnel, librarian, 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	08/17/2015	05/31/2016	\$2500	Principal , teachers
Reading Enrichment	All students at K-5 elementary will work in small group reading instruction for enrichment/remediation. Students with greatest need will work with reading teachers with CARBO lab.	Academic Support Program	08/17/2015	05/31/2016	\$570	District personnel, principal, reading teacher, teachers
Total					\$3070	

Graduation Rate

Overview

Plan Name

Graduation Rate

Plan Description

Goal to increase the 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 05/31/2016 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	05/31/2016	\$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	05/31/2016	\$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	05/31/2016	\$8000	Eric Hale, Lauren Ellis, Tonia Lucas
Total					\$8000	

Novice Reduction 2015-2016

Overview

Plan Name

Novice Reduction 2015-2016

Plan Description

To decrease the number of novice scores in reading and math at the elementary and middle school levels

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 reduce the number of novice KPREP scores on state assessments	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$30150

Goal 1: To reduce the number of novice KPREP scores on state assessments

Measurable Objective 1:

A 50% decrease of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will collaborate to reduce the number of novice scores in Reading by 05/31/2016 as measured by KPREP.

Strategy 1:

RTI reference - Students will meet in small groups to work on needed skills. Classes will be leveled. On both the middle school and elementary school levels, students can move from level to level as they progress.

Category: Continuous Improvement

Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work in differentiated groups on phonics, vocabulary, spelling, and comprehension at the elementary levels. Schools: Fairview Elementary School	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$2700	District Funding	Principal, reading specialist, teachers at the elementary level

Activity - Reading Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at the middle school level will work directly with reading teachers on small group instruction. Also, the RTI teacher will work with individual students who have specific needs. Schools: Fairview High School	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$1150	Title I Part A	District personnel, principals, RTI instructor, reading teachers

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will collaborate to reduce the number of novice scores by 50% in Mathematics by 05/31/2016 as measured by KPREP assessment.

Strategy 1:

Math Improvement Initiatives - Students who have been identified through STAR math as having the greatest need will work with the RTI instructor.

Category: Continuous Improvement

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Fairview Independent

Students will work individually with the RTI teacher on math remediation Schools: Fairview High School	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$26300	Title I Part A	District personnel, principal, RTI teacher
Activity - Small group instruction - elementary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are taught in differentiated small group instruction leveled by ability Schools: Fairview Elementary School	Academic Support Program, Direct Instruction	10/05/2015	05/31/2016	\$0	No Funding Required	Principal, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group instruction	Students work in differentiated groups on phonics, vocabulary, spelling, and comprehension at the elementary levels.	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$2700	Principal, reading specialist, teachers at the elementary level
Total					\$2700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group instruction - elementary	Students are taught in differentiated small group instruction leveled by ability	Academic Support Program, Direct Instruction	10/05/2015	05/31/2016	\$0	Principal, teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Groups	Students at the middle school level will work directly with reading teachers on small group instruction. Also, the RTI teacher will work with individual students who have specific needs.	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$1150	District personnel, principals, RTI instructor, reading teachers
Math RTI	Students will work individually with the RTI teacher on math remediation	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$26300	District personnel, principal, RTI teacher

Total

\$27450

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
Reading Groups	Students at the middle school level will work directly with reading teachers on small group instruction. Also, the RTI teacher will work with individual students who have specific needs.	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$1150	District personnel, principals, RTI instructor, reading teachers
Math RTI	Students will work individually with the RTI teacher on math remediation	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$26300	District personnel, principal, RTI teacher
					Total	\$27450

Fairview Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group instruction	Students work in differentiated groups on phonics, vocabulary, spelling, and comprehension at the elementary levels.	Academic Support Program, Direct Instruction	08/17/2015	05/31/2016	\$2700	Principal, reading specialist, teachers at the elementary level
Small group instruction - elementary	Students are taught in differentiated small group instruction leveled by ability	Academic Support Program, Direct Instruction	10/05/2015	05/31/2016	\$0	Principal, teachers
					Total	\$2700

Gap Goals 2015-2016 SY

Overview

Plan Name

Gap Goals 2015-2016 SY

Plan Description

To increase the proficiency level of non-duplicated gap groups.

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 proficiency levels of GAP students in combined reading and math	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$42520

Goal 1: Increase proficiency levels of GAP students in combined reading and math

Measurable Objective 1:

A 11% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in reading level skills in English Language Arts by 05/31/2016 as measured by KPREP.

Strategy 1:

Literacy Initiatives - Teachers will analyze state test scores to determine weaknesses within the GAP group of students. Professional development training will be provided in necessary methods to provide teachers with knowledge to help their students become more proficient. Differentiated instruction will be documented.

Category:

Research Cited: Kentucky Initiatives

Activity - Reading initiatives training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will continue to be provided to teachers in order to help them increase proficiency in reading with their students. Schools: All Schools	Professional Learning	08/17/2015	05/31/2016	\$2000	Title I Part A	Principals, librarian, ELA/reading teachers

Activity - ISLN Leadership participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and district personnel will attend Instructional Leadership Network training at KEDC Schools: All Schools	Professional Learning	08/17/2015	05/31/2016	\$0	No Funding Required	District personnel and principals

Activity - Professional Development cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership personnel will attend the professional development leadership cadre at KEDC to remain educated in the latest trainings, procedures, initiatives, and opportunities available to Kentucky teachers and administrators. Schools: All Schools	Professional Learning	08/17/2015	05/31/2016	\$0	Other	District personnel and/or principals

Strategy 2:

Math Improvement Initiatives - Professional development, materials, and support will be provided to teachers in order for them to address within their classrooms the necessary initiatives to increase proficiency in GAP students.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

KDE Comprehensive Improvement Plan for Districts

Fairview Independent

Activity - Math proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training in differentiated instruction. On the elementary level, teachers will receive additional professional development training in the differentiated sections of their textbooks. Go Math textbooks were purchased. Teachers will also collaborate by grade level in PLC meeting on a regular basis. Schools: All Schools	Professional Learning	08/17/2015	05/31/2016	\$10000	Text Books	District personnel, principals, all math teachers

Measurable Objective 2:

A 11% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in mathematics skills in Mathematics by 05/31/2016 as measured by KPREP.

Strategy 1:

Math Initiatives/Improvement - Once documentation of need has been completed, selected students will work with an RTI instructor one-on-one in math remediation. Elementary students also work with the IXL computer program.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - RTI reference for math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide an RTI instructor at middle school and elementary school levels to work with selected students on math remediation. Schools: All Schools	Academic Support Program	08/17/2015	05/31/2016	\$28800	Text Books, Title I Part A	District personnel, Principals, RTI instructors, referral teachers

Strategy 2:

Literacy/Reading Initiatives - Once documentation of need has been completed, selected students will work with an RTI instructor one-on-one in reading remediation. Middle school students will all have a reading class for enrichment/remediation

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - RTI reference for reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Fairview Independent

District will provide an RTI instructor at middle and elementary school levels to work with selected students on reading remediation. At both schools students will be working with the CARBO computer program.	Academic Support Program	08/17/2015	05/31/2016	\$1720	Title I Part A	District personnel, principals, RTI instructors, referral teachers
Schools: All Schools						

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
ISLN Leadership participation	Principals and district personnel will attend Instructional Leadership Network training at KEDC	Professional Learning	08/17/2015	05/31/2016	\$0	District personnel and principals
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI reference for reading	District will provide an RTI instructor at middle and elementary school levels to work with selected students on reading remediation. At both schools students will be working with the CARBO computer program.	Academic Support Program	08/17/2015	05/31/2016	\$1720	District personnel, principals, RTI instructors, referral teachers
RTI reference for math	District will provide an RTI instructor at middle school and elementary school levels to work with selected students on math remediation.	Academic Support Program	08/17/2015	05/31/2016	\$26000	District personnel, Principals, RTI instructors, referral teachers
Reading initiatives training	Professional development will continue to be provided to teachers in order to help them increase proficiency in reading with their students.	Professional Learning	08/17/2015	05/31/2016	\$2000	Principals, librarian, ELA/reading teachers
Total					\$29720	

Text Books

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

Fairview Independent

Math proficiency	Teachers will participate in training in differentiated instruction. On the elementary level, teachers will receive additional professional development training in the differentiated sections of their textbooks. Go Math textbooks were purchased. Teachers will also collaborate by grade level in PLC meeting on a regular basis.	Professional Learning	08/17/2015	05/31/2016	\$10000	District personnel, principals, all math teachers
RTI reference for math	District will provide an RTI instructor at middle school and elementary school levels to work with selected students on math remediation.	Academic Support Program	08/17/2015	05/31/2016	\$2800	District personnel, Principals, RTI instructors, referral teachers
Total					\$12800	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development cadre	Leadership personnel will attend the professional development leadership cadre at KEDC to remain educated in the latest trainings, procedures, initiatives, and opportunities available to Kentucky teachers and administrators.	Professional Learning	08/17/2015	05/31/2016	\$0	District personnel and/or principals
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
Reading initiatives training	Professional development will continue to be provided to teachers in order to help them increase proficiency in reading with their students.	Professional Learning	08/17/2015	05/31/2016	\$2000	Principals, librarian, ELA/reading teachers
ISLN Leadership participation	Principals and district personnel will attend Instructional Leadership Network training at KEDC	Professional Learning	08/17/2015	05/31/2016	\$0	District personnel and principals
Professional Development cadre	Leadership personnel will attend the professional development leadership cadre at KEDC to remain educated in the latest trainings, procedures, initiatives, and opportunities available to Kentucky teachers and administrators.	Professional Learning	08/17/2015	05/31/2016	\$0	District personnel and/or principals
Math proficiency	Teachers will participate in training in differentiated instruction. On the elementary level, teachers will receive additional professional development training in the differentiated sections of their textbooks. Go Math textbooks were purchased. Teachers will also collaborate by grade level in PLC meeting on a regular basis.	Professional Learning	08/17/2015	05/31/2016	\$10000	District personnel, principals, all math teachers
RTI reference for math	District will provide an RTI instructor at middle school and elementary school levels to work with selected students on math remediation.	Academic Support Program	08/17/2015	05/31/2016	\$28800	District personnel, Principals, RTI instructors, referral teachers
RTI reference for reading	District will provide an RTI instructor at middle and elementary school levels to work with selected students on reading remediation. At both schools students will be working with the CARBO computer program.	Academic Support Program	08/17/2015	05/31/2016	\$1720	District personnel, principals, RTI instructors, referral teachers
Total					\$42520	

College and Career Readiness 2015-2016

Overview

Plan Name

College and Career Readiness 2015-2016

Plan Description

To increase the CCR delivery target

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 77.3% to 85% by 2016	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$300
2	To increase the 4 Year Cohort Rate for graduation to 96%	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 77.3% to 85% by 2016

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to increase the college and career ready percentage from 77.3% to 85% in Career & Technical by 05/31/2016 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. CCR teachers will focus on the areas of need for each individual student.

Category: Management Systems

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	08/12/2013	05/31/2016	\$0	No Funding Required	Teachers, counselor, district personnel
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 8th and 10th grade students will participate in Operation Preparation where they will be counseled by community business leaders in their career fields of choice. Schools: Fairview High School	Career Preparation/Orientation	03/14/2016	03/31/2016	\$300	Title I Part A	Title 1 staff, counselor, principal, teachers

Goal 2: To increase the 4 Year Cohort Rate for graduation to 96%

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to increase the 4 year cohort Graduation Rate in Career & Technical by 05/31/2016 as measured by the graduation formula set by Next Generation Learners .

Strategy 1:

Career Readiness Plan - 2016 - All students will participate in career readiness plan beginning at the 6th grade level and maintained throughout until graduation. Their scheduled curriculum choices will reflect their career plans. Activities will be made available to reevaluate their plans and reinforce their practices. Community involvement will be utilized. All school personnel will be involved in aspects of meeting the goals of the students.

Category: Career Readiness Pathways

KDE Comprehensive Improvement Plan for Districts

Fairview Independent

Research Cited: Kentucky Initiative

Activity - Course Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests Schools: Fairview High School	Policy and Process	03/01/2016	04/29/2016	\$0	No Funding Required	Guidance counselor, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP development	All students grades 6-12 will work with teachers and counselor to create individual learning plans.	Career Preparation/Orientation	08/12/2013	05/31/2016	\$0	Teachers, counselor, district personnel
Course Selection	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests	Policy and Process	03/01/2016	04/29/2016	\$0	Guidance counselor, teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation where they will be counseled by community business leaders in their career fields of choice.	Career Preparation/Orientation	03/14/2016	03/31/2016	\$300	Title 1 staff, counselor, principal, teachers
Total					\$300	

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	08/12/2013	05/31/2016	\$0	Teachers, counselor, district personnel
Total					\$0	

Fairview High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Course Selection	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests	Policy and Process	03/01/2016	04/29/2016	\$0	Guidance counselor, teachers
Operation Preparation	All 8th and 10th grade students will participate in Operation Preparation where they will be counseled by community business leaders in their career fields of choice.	Career Preparation/Orientation	03/14/2016	03/31/2016	\$300	Title 1 staff, counselor, principal, teachers
Total					\$300	

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?

*Data shows a need in novice reductions in several content/grade level areas

*Reading and math combined proficiency data show a high need at the elementary and middle school levels : Elementary will need at least a 10%increase from 43% to 52.8%; Middle school will need a 21% increase from 26.3% to 47.8%

*Individually reading scores at the elementary need to raise from 50% to 54.6% and math from 35% to 50.9% (the biggest need)

*Individually reading scores at the middle school level need to raise from 26.3% to 47.8% and math from 17.1% to 40.1% (a great need)

*A need for novice reduction across the remaining content areas varies as writing at the elementary level shows only 7.7% as scoring novice to 32.3% novice in language mechanics.

** What the data does not show is why so many students scored novice at the elementary and middle school levels. Investigations by the principals showed inconsistency in curriculum alignment, teaching methods, and failure to proceed in a timely manner covering the common core standards in reading and more so in math. At the middle school level data does not show that for two years the math and some of the reading teachers changed with the increase and then the reduction of staff budgets. Many of the teachers in these areas were first year teachers. Principals have made adjustment in both schools with moving experienced teachers to core positions.

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?

*At the high school the reading and math scores are above target scores from 1 - 2 %.

*Reading at the elementary school had improved 2% from the previous year.

**The principals are encouraging that the teachers maintain the strategies in use to assure continuous improvement

*Writing at the elementary showed the least number of novice scores, only 7.7%; however, 50% of the students scored at the Apprentice level.

*At the high school level only 6.7% of the students scores at the novice level; however, 37.3% scored Apprentice.

While the low novice scores noted above are a great beginning, the goal is to also move the apprentice student forward. Monitoring by principals for core content instruction is being continuously implemented.

A cause to celebrate at the high school level is the fact that the high school qualified as a Distinguished School. Teachers and principals worked fervently on qualifying students as college and/or career ready as well as working on language mechanics and end of course curriculum. Within the daily schedule a period called SOAR was instituted. During this time period all students meet in small groups to focus on their greatest academic needs or to focus on academic enrichment. This system was begun 2 1/2 years ago and each year the scores of the students have risen and the graduates are better qualified as college and/or career ready.

Opportunities for Improvement

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

As noted earlier, reading and math achievement is a need through the district grades K - 8. Multiple plans have been made to make improvements in these content areas.

*RTI programs have been solidified district-wide. An RTI coordinator is at each school and a district-wide leader has been put in place.

*A major focus at the middle school level has been made. Two reading teachers have been dedicated to work with all middle school students and these teachers meet regularly to consistently plan their curriculum. Common Core Reading Comprehension workbooks were purchase to aid them in their quest. The other focus at the middle school has been with the RTI math program. A teacher has been dedicated to work with the students with the greatest need in math improvement.

*New programs have been developed at the middle school level. As noted above the Common Core Reading Comprehension workbooks have been incorporated into the curriculum; a CARBO lab has been upgraded and higher level programs have been purchased and are being utilized in enrichment as well as remediation.

*Placement of experienced teachers in core content areas of English and math has been completed.

*Teachers at the elementary levels were arranged so that the strongest teachers were placed in the areas of most need.

*Closer monitoring by principals and staff has begun

*The superintendent is requiring from principals a 30/60/90 day plan of implementation and progress monitoring

*Flex up and down opportunities for students in grades 1-8 has been implemented; students can move to a higher or lower level of remediation/enrichment as they accomplish various levels of achievement.

*The district has purchased both STAR reading and STAR math for consistent evaluation purposes

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

*As noted earlier, the superintendent is requiring of principals a 30/60/90 day monitoring plan of improvement

*Regularly scheduled district Instructional Leadership Team meetings are being held in order to monitor progress, evaluate, and adjust processes as needed.

*Evidence of improvement is being required

* The ILT is attending the ISLN meetings at KEDC as scheduled. As a result the team is working on a Novice Reduction Plan. After completing a priority matrix, one of the greatest needs of the district was determined to be the lack of a district wide aligned curriculum. The team is putting into place a plan for all teachers to meet and align all K-12 core content curriculums. The schedule will begin the process in February 2016 so that by the 16-17 SY the process will have been completed.

Conclusion

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

The previous information addressed the next steps in addressing the areas of concern with the Fairview School District.

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

The district ensures 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 77.3% to 85% by 2016

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase the college and career ready percentage from 77.3% to 85% in Career & Technical by 05/31/2016 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. CCR teachers will focus on the areas of need for each individual student.

Category: Management Systems

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 8th and 10th grade students will participate in Operation Preparation where they will be counseled by community business leaders in their career fields of choice.	Career Preparation/Orientation	03/14/2016	03/31/2016	\$300 - Title I Part A	Title 1 staff, counselor, principal, teachers

Activity - ILP development	Activity Type	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	08/12/2013	05/31/2016	\$0 - No Funding Required	Teachers, counselor, district personnel

Narrative:

All students are taught by qualified teachers.

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

Goal 1:

KDE Comprehensive Improvement Plan for Districts

Fairview Independent

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

Measurable Objective 1:

collaborate to analyze the TELL survey results by 10/30/2015 as measured by increase in positive percentages from the analysis of the TELL Survey to be taken in 2017.

Strategy1:

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. Principals and teachers will develop a plan of action to improve on the results of the survey.

Category: Management Systems

Research Cited:

Activity - Teachers meetings	Activity Type	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. Teachers will then compare the results of the two years, 2013 and 2015, to determine a plan of action for improvement. The plan will be revisited at the end of the school year.	Policy and Process	01/13/2014	05/31/2016	\$0 - No Funding Required	Principals, central office staff, and teachers

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	Schools have parent involvement on SBDM Councils, committees, and school wide activities. Parents also participate in the Consolidated Health Committee and on various events/activities through the FRYSC	

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		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	No	All teachers except one are highly qualified. The one teacher is currently scheduled to take her exam to qualify as high qualified in the field in which she is deficient.	

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.	Yes		

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		

KDE Comprehensive Improvement Plan for Districts

Fairview Independent

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	The superintendent and financial director must both approve all purchase orders prior to any spending from any federal program funds.	

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures 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 ensures 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 ensures 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	All schools in Boyd County work together with the Title 1 Coordinator of the Ashland Independent School District who is the coordinator for private schools with regard to the available federal funds for use with their eligible students.	

KDE Comprehensive Improvement Plan for Districts

Fairview Independent

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	Fairview Independent School District is a district wide Title 1 system.	

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.	N/A		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A		

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.	N/A		

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.	N/A	Both district schools are Title 1 schools.	

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.	N/A		

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

Fairview Independent

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	As noted earlier, our district works closely with the Title 1 Coordinator of the Ashland Independent School District who coordinates the services with participating private schools.	

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		

KDE Comprehensive Improvement Plan for Districts

Fairview Independent

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Equitable Access Diagnostic

Introduction

Description

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes		

What are the barriers?

Many the barriers have been a result of a lack of communication between administration and staff or district and administration. Unfortunately, teacher turnover has been a result of a changing budget coordinating with student enrollment.

List the data sources used to identify the barriers.

TELL survey and input from staff or faculty meetings. Data from the EQUITY tab of the SRC.

What are the root causes of those identified barriers?

Budget constraints have resulted in teacher turnover. Due to many of our students coming from out of district, when this number declines, revenue also declines and teacher cut-backs are a result.

One other problem evident in the TELL survey is that the two year comparison of data has been determined while comparing years with two different principals in the leadership roles at both the elementary and the high school. Different principals have different modes of leadership; thus the change often results in a difference in ratings.

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

Basically, the overall student growth ratings of the teachers is high and the overall effectiveness of school teacher and leaders is exemplary/accomplished. Data from the PGES notes the needs of the teachers for specific professional development requests. The district makes every effort to provide opportunities for the PD requested by the teachers. Once a staff member has attended PD sessions, that person then becomes the trainer for colleagues so all staff reap the benefits of any professional development opportunities.

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

All students are distributed equitably among teachers. No teachers are teaching out-of-field; and only one teacher is currently labeled as not being highly qualified (that teacher is currently scheduled to take the exam to become qualified). The Fairview District currently has no ELL students.

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

As noted before, all students are distributed equally among teachers. Often, especially at the high school or middle school level, there is only one teacher available to teach specific content areas.

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

Data is analyzed to determine the areas of need. Administration often moves more experienced teachers to the areas of greatest need. All new teachers are hired based on their expertise and the needs of the respective school.

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

Again, teachers are hired based on the school need and the teacher's expertise to meet that need. All teachers receive professional development to further enhance their fields.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

This is not a problem with the Fairview District. We have only one elementary and one high schools.

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

Teachers are recognized for their achievements. They are given every opportunity to attend any professional development that corresponds with their PGP or the school CSIP. They are given the opportunity to work with their peers as teacher leaders.

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

All teachers are given the opportunity to attend professional learning in their content areas or in their areas of need. New teachers are paired with a mentor. Teachers through PGES are given the opportunity to choose a Peer Observer to work with them on basic classroom management, etc. No teachers are currently teaching out -of-field.

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

The district opted to purchase Edvivation, a computer program that used to be provided by the KDE. This program has 1000's of professional development videos of classrooms in action for every conceivable problem/need a classroom teacher or a principal might face. Within the PGES system evaluation, a principal can note specific videos for an ineffective teacher to view and then the principal and the teacher can discuss the content of the video. Together they can develop a plan of action for the needs of the teacher. A mentoring program is also in place for each new or ineffective teacher.

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

After the analysis of the TELL survey data, a plan of action for future needs of the teachers at each school level has been put into place. Lines of communication have been more open.

Questions

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

The above were noted in the TELL survey goal and in the Teacher Effectiveness goal.