KDE Comprehensive School Improvement Plan

Fairview Elementary School

Fairview Independent

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fairview Elementary School is a community elementary school, located in Westwood, where students from PK - 5th grade receive quality instruction in small class settings. Currently, the school is comprised of one preschool classroom, three kindergarten classrooms, three 1st grade classrooms, three 2nd grade classrooms, three 3rd grade classrooms, three 4th grade and two 5th grade classrooms where teaching is handled in a subject area rotation basis.

Beyond grade level common core curriculum, students receive instruction in music, physical education, library and media services, and computer science. Fairview Elementary School takes great pride in the quality curriculum provided to students. Throughout the Westwood community and surrounding communities, the educational experience provided at Fairview Elementary School is known. At present, the school enrollment is 383 students. This enrollment includes 30 preschool students and 97 students (25.33%) out of district students; 78.59% of our students qualify as free/reduced lunch status. We are part of a School-Wide Title 1 district. In addition to our students, Fairview Elementary takes pride in the accomplishments of faculty members. Currently, 75% of the faculty has achieved Rank I or higher status. Two teachers have received recognition from the National Board for Professional Teaching Standards. For the 2013-2014 SY a new principal, Christi Dornon, was named to lead Fairview Elementary School. This is her second year as a principal and she continues to bring with her immense energy and a desire to lead Fairview Elementary from the Needs Improvement level to one of the top scoring elementary schools in the state. The 2013-2014 KPREP scores show that she is on her way to achieving that goal. She personally has created the principal program for struggling 4th and 5th grade students. They meet with her daily for 40 minutes of extra instruction time focusing on their greatest needs.

According to 2013 K-PREP testing results, the Fairview Elementary priority area of concern was in increasing the performance of students within GAP groupings, especially in the area of mathematics. Although strides were made in this area, this concern continues for the 2014-2015 SY. To aide in the novice reduction for these students, Fairview Elementary continues to utilize an RTI Coordinator, who is new to this position this school year. She continues to coordinate meetings, monitor progress of students within the program, and provide teachers with instructional strategies to assist students in the areas identified for remediation. Other additions to student improvement this year include 2 RTI teachers added, the use of the librarian for 1st grade reading assistance, the use of the gym teacher for 5th grade math assistance, and the purchase of a new reading series, Journeys for grades 1 - 5. Through all these steps, Fairview Elementary School has observed a measurable growth of students who were previously performing below grade level and is working diligently to continue the growth of their students.The KDE Needs Assessment delineates the breakdown of improving scores for the 2013-2014 SY. Across the content scores, novice is reduced and proficient/distinguished scores were increased. Fairview Elementary is still in the Needs Improvement category, but is progressing.

School's Purpose

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

School Vision: ATTITUDE AND EFFORT

Mission Statement:

It is the mission of Fairview Elementary, a catalyst of change for a caring community, to educate, motivate, and graduate students with spirit, pride, and respect preparing them for a successful and productive life.

Notable Achievements and Areas of Improvement

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

Since there has been a change of leadership at Fairview Elementary School, there are many areas of focus that have been targeted by the administration. The focus has consisted of strong academic targets in Reading and Math. The school Reading program has been improved through an uninterrupted reading block, guided reading instructional strategy training, leveled reading groups within the classroom, student leadership program, and the focus of a reading consultant. The faculty and administration has seen major improvement on reading assessments throughout the year. Beginning in January 2015 all the Journey's Reading Series will be introduced to all students grades 1-5. Another major academic focus is on Mathematics. Fairview Elementary is in its fifth year of the Go Math adoption for all students Kindergarten-5th Grade. This is the first time a program has been uniform across the entire school for five consecutive years. The computer based program (IXL) continues to be used to provide remediation/enrichment skills in both math and reading. Also, teachers have implemented instructional strategies learned through professional development trainings provided by KEDC. The strategies implemented are recommended for meeting the common core standards; and the school achieves this by using formative assessment activities that are task driven. Other areas of improvement have been to provide ample time for both horizontal and vertical collaboration among staff members through common planning time, Professional Learning Communities, and Professional Development. This focus has encouraged and facilitated a culture of collaboration, teamwork, and togetherness.

Extra-curricular activities and school clubs have also been expanded this year. The elementary school continues to offer a wide array of activities to enhance academic performance, social skills, team-building, respect, and physical fitness. The current activities available for elementary aged students are as follows:
K-KIDS - A civic club sponsored by Ashland Breakfast Kiwanis Club
AR Rock Stars and Hard Work Cafe' - Academic honors for students achieving Accelerated Reader Goals
Academic Team
Dance Team (100 participants)
Junior Football League (75 participants)
Basketball Team (90 participants)
STLP

Last year, Fairview Elementary presented projects at the regional STLP competition. One project received a superior rating and will move forward to the state competition at Rupp Arena in Lexington, KY. Fifteen students are recognized each month as Terrific Kids for having shown good citizenship and character. This recognition award is made possible through a community partnership between the Fairview FRYSC and Ashland Breakfast Kiwanis Club.

Additional Information

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

Many of the Fairview Elementary teachers are attending workshops and professional development sessions that will provide them a variety of strategies for student improvement. Social Studies and Science teachers are going to KEDC to learn about the new state standards in their respective fields; teachers are being trained in Number Talks for RTI strategies; and some teachers are going to PD sessions with Angela Hilderbrant for classroom management strategies and teaching methods. Teachers who have attended these various sessions then return to school to share the knowledge with their colleagues.

Our teachers are continually working to find innovative ways to help our students learn. For example, this summer through the efforts of one of our teachers and KEDC, a writing camp was held and several of our students were able to attend. Another example occurred in August. As a celebration of the 50th anniversary of Willie Wonka and "Charlie and the Chocolate Factory," the entire 3rd grade class celebrated the birthday in the school library where they ate cake and also received their own copies of the book. As a bonus for the celebration, the Fairview Library received multiple copies of the 16 Roald Dahl titles. This celebration was a community effort with the Penguin Young Readers Group, the publisher of the novel, that chose Fairview to receive books thanks to the Boyd County First Book organization which is dedicated to introducing children to the joy of owning their own books. Boyd County First Book organization often provides books to Fairview students, sometimes the first books these students have ever owned.

In addition, The Fairview Youth Resource Service Center (FRYSC) continues to provide guest speakers on pertinent topics such as the Character Counts assembly or the "No Ifs, And's, or Butts" assembly with a former Miss Kentucky. The FRYSC also coordinates field trips for the students to area venues such as plays at the Paramount Arts Center.

Writing Proficiency 2014-2015

Overview

Plan Name

Writing Proficiency 2014-2015

Plan Description

Teachers, principal, reading consultant, and central office staff will work together to continue to develop quality writing by the students of FES as noted in the FES writing policy. Writing pieces will be submitted and reviewed throughout the school year prior to submission of the final student writing portfolio. The writing policy procedures will also be documented as as aspect of the Writing Program Review that will be submitted later in the school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Fairview Elementary Schools will continue toward the goal of becoming proficient writers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0

Goal 1: All students at Fairview Elementary Schools will continue toward the goal of becoming proficient writers.

Measurable Objective 1:

A 40% increase of Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 05/29/2015 as measured by Scored Portfolios and K-Prep test results..

Strategy 1:

Writing Proficiency - All Fairview Elementary students will complete a communication portfolio, The contents of this portfolio is specified in approved writing policy.

Each grade level teacher and a member of the writing committee will evaluate portfolios to determine proficiency. At the end of each school year, the portfolios will be passed to the next grade level.

Category:

Research Cited: Kentucky Initiative

Activity - Writing Policy Compliance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Fairview Elementary students will complete a communication portfolio. This portfolio will contain Narrative writings, Informational writings, Opinion writings, constructed responses, on-demand writings, samples of oral communication, demonstrations of the use of technology, and show pieces development using all aspects of the the writing process.	Policy and Process	08/11/2014	05/29/2015	$0	District Funding	All teachers, reading consultant, and principal.

Activity - Writing Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will submit 3 portfolio assessment pieces (high, medium, and low) for quality check 3 times during the school year.	Policy and Process	11/21/2014	05/29/2015	$0	No Funding Required	Reading specialist, teachers, principal.

Strategy 2:

KASC Writing Strategies - Teachers will continue to implement strategies learned at the KASC Writing Workshop into the daily writing instruction in their classrooms.

Teacher leaders will provide support to teachers to assist them in this implementation.

Category:

Research Cited: Best Practices

Activity - KASC Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teacher leaders and the principal will continue to monitor the implementation of the KASC writing strategies through examination of lesson plans, walk throughs, and student work samples.	Direct Instruction	08/11/2014	05/29/2015	$0	District Funding	Principal and Teacher Leaders

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
KASC Strategies	Teacher leaders and the principal will continue to monitor the implementation of the KASC writing strategies through examination of lesson plans, walk throughs, and student work samples.	Direct Instruction	08/11/2014	05/29/2015	$0	Principal and Teacher Leaders
Writing Policy Compliance	All Fairview Elementary students will complete a communication portfolio. This portfolio will contain Narrative writings, Informational writings, Opinion writings, constructed responses, on-demand writings, samples of oral communication, demonstrations of the use of technology, and show pieces development using all aspects of the the writing process.	Policy and Process	08/11/2014	05/29/2015	$0	All teachers, reading consultant, and principal.
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Samples	All teachers will submit 3 portfolio assessment pieces (high, medium, and low) for quality check 3 times during the school year.	Policy and Process	11/21/2014	05/29/2015	$0	Reading specialist, teachers, principal.
				Total	$0	

GAP Goals   2014-2015

Overview

Plan Name

GAP Goals   2014-2015

Plan Description

Plan will help increase the average combined reading and math proficiency ratings for all elementary school students in the non-duplicated gap group by focusing on the Common Core Standard in the curriculum.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.4% in 2014 to 58.3 in 2015 toward the goal of 70.2 in 2017 by focusing on ELA standards.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
2	Increase the average combined reading and math proficiency reatings for all students in the non-duplicated gap group from 40.4% in 2014 to 58.3% in 2015 toward the goal of 70.2% in 2017 by focusing on Common Core Math Standards.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$2500

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.4% in 2014 to 58.3 in 2015 toward the goal of 70.2 in 2017 by focusing on ELA standards.

Measurable Objective 1:

A 45% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 40.4 to 58.3% in English Language Arts by 05/30/2014 as measured by KPREP.

Strategy 1:

Differentiated Instruction - The ELA teachers in PLC will develop plans to implement differentiated instruction to reach non-duplicated gap students.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Provide applied learning ELA lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research parental involvement strategies such as training parents on fluency and numeration.	Parent Involvement	09/01/2014	05/29/2015	$0	No Funding Required	Principal, teachers, reading consultant, Title 1 Staff

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand upon district bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	09/01/2014	05/29/2015	$0	No Funding Required	Principal, reading consultant, central office staff

Goal 2: Increase the average combined reading and math proficiency reatings for all students in the non-duplicated gap group from 40.4% in 2014 to 58.3% in 2015 toward the goal of 70.2% in 2017 by focusing on Common Core Math Standards.

Measurable Objective 1:

A 50% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.5% to 53.25% in 2015 in Mathematics by 05/29/2015 as measured by KPREP.

Strategy 1:

Math Enrichment Programs - Math enrichment programs will be incorporated into the daily curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of IXL math program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the IXL computer based math program for enrichment/remediation of math skills	Academic Support Program	08/11/2014	05/29/2015	$2500	General Fund	Teachers, ESS staff, computer lab assistant, principal

Activity - Provide applied learning math lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent communication with IXL and GO Math through Classroom Dojo, Remind 101, or personal contact from teachers to notify them of homework needs of students so parents can work directly with homework needs	Parent Involvement	10/06/2014	05/29/2015	$0	No Funding Required	Teachers and principal

Activity - Calendar Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use calendar math for reinforcement of math skills such as dates, time, money, and basic math skills	Academic Support Program	08/11/2014	05/29/2015	$0	No Funding Required	Teachers

Strategy 2:

Daily tutoring - Teachers will work with targeted students focusing on math remediation daily.

Category:

Research Cited: Best Practices

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reinforce math skills through tutoring with target students 90 minutes per day of the school day or in ESS with targeted students	Academic Support Program	10/06/2014	05/29/2015	$0	No Funding Required	Teachers, Title 1 staff, principal

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
Provide applied learning math lessons	Parent communication with IXL and GO Math through Classroom Dojo, Remind 101, or personal contact from teachers to notify them of homework needs of students so parents can work directly with homework needs	Parent Involvement	10/06/2014	05/29/2015	$0	Teachers and principal
Calendar Math	Teachers will use calendar math for reinforcement of math skills such as dates, time, money, and basic math skills	Academic Support Program	08/11/2014	05/29/2015	$0	Teachers
Provide applied learning ELA lessons	Research parental involvement strategies such as training parents on fluency and numeration.	Parent Involvement	09/01/2014	05/29/2015	$0	Principal, teachers, reading consultant, Title 1 Staff
Intervention Strategies	Expand upon district bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	09/01/2014	05/29/2015	$0	Principal, reading consultant, central office staff
Tutoring	Teachers will reinforce math skills through tutoring with target students 90 minutes per day of the school day or in ESS with targeted students	Academic Support Program	10/06/2014	05/29/2015	$0	Teachers, Title 1 staff, principal
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of IXL math program	Teachers will utilize the IXL computer based math program for enrichment/remediation of math skills	Academic Support Program	08/11/2014	05/29/2015	$2500	Teachers, ESS staff, computer lab assistant, principal
				Total	$2500	

Increase Reading and Math KPREP scores   for 2014-2015 SY

Overview

Plan Name

Increase Reading and Math KPREP scores   for 2014-2015 SY

Plan Description

All teachers and students will continue to work on the Kentucky Common Core Standards in ELA and math in all grades K-5 in order to increase their proficiency in reading and math on the KPREP test.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All teachers will continue to incorporate CELL and 4 Block reading into their curriculum.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
2	All teachers at Fairview Elementary School K-5 will incorporate into their classroom instruction leveled reading materials aligned with Common Core State Standards.	Objectives: 2 Strategies: 2 Activities: 8	Academic	$16144
3	All Fairview Elementary teachers during 2014-2015 SY will incorporate computer based programs into their curriculum in order for reinforcement/enrichment skills in reading, math, and other subjects	Objectives: 1 Strategies: 3 Activities: 3	Academic	$5500
4	Fairview Elementary students will increase their math proficiency	Objectives: 1 Strategies: 2 Activities: 2	Academic	$2500
5	All new teachers at FES will be trained in test prep strategies and they and all other teachers will continue to use test prep strategies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$100

Goal 1: All teachers will continue to incorporate CELL and 4 Block reading into their curriculum.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to increase reading performance levels in English Language Arts by 05/30/2014 as measured by KPREP.

Strategy 1:

CELL and Reading Blocks - All teachers will incorporate Reading Blocks into their curriculum for a 90 minute block. Teachers will meet during PLC time to discuss their

progress with this program and to design grade level strategies

Category: Continuous Improvement

Research Cited: Best Practices

Activity - CELL & 4 Block reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students and staff participate in a 90 minute reading block each school day.	Academic Support Program	08/11/2014	05/29/2015	$0	No Funding Required	Christi Dornon, Laura Daniels, all teachers

Strategy 2:

Departmentalized scheduling - Grades 4-5 will continue to be departmentalized schedule for the 2014-2015 SY. All students will receive 90 minutes blocks to reinforce

reading skills in reading, science, and social studies curriculums

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Department Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in 90 minute blocks each school day. Reading is reinforced in each subject area. One subject area supplemental reading material used is Studies Weekly for character education, health, and science. Weekly Reader is used for Social Studies.	Direct Instruction	08/11/2014	05/29/2015	$0	No Funding Required	Teachers in grades 4-5, Christi Dornon

Goal 2: All teachers at Fairview Elementary School K-5 will incorporate into their classroom instruction leveled reading materials aligned with Common Core State Standards.

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency of increasing reading levels one year in Reading by 05/29/2015 as measured by MAP and/or STAR reading tests.

Strategy 1:

Reading Assessments - Students will be tested on STAR and /or MAP reading 2 or 3 times a year as necessary to determine their initial reading level and determine an

increase in their reading level by the end of the 2014-2015 SY.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Leveled Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-2 teachers will incorporate into their lesson plans grade leveled and reading leveled goups using the Guided Reading Leveled Library from Songbook Press	Academic Support Program	08/11/2014	05/29/2015	$0	No Funding Required	Principal, Reading Specialist, teachers

Activity - ABC Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate activities from ABC curriculum	Academic Support Program	10/07/2013	05/30/2014	$3812	Title I Part A	Traysea Moresea, Christi Dornon, teachers

Activity - Letter People	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize letter people in the K classrooms	Direct Instruction	10/07/2013	05/30/2014	$3182	General Fund	Christi Dornon, teachers

Activity - LeapPad Explorers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-1 teachers will utilize LeapPad Explorers within their curriculum	Direct Instruction	09/02/2013	05/30/2014	$1980	Title I Part A	K-1 teachers

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize Lakeshore Standards Based literacy centers for K-3 students	Direct Instruction	10/07/2013	05/30/2014	$5516	District Funding	Traysea Moresea, K-3 teachers

Measurable Objective 2:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension enought to raise their reading levels at least one grade level in Reading by 05/29/2015 as measured by Performance on STAR Reading and/or MAP assessments.

Strategy 1:

Leveled Reading Program - All teachers in grades 3-5 will incorporate into their curriculums leveled reading programs in small group instruction or whole group

instruction dependent upon the type of program being used

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Literature Circles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will be divided into leveled groups and will work with appropriate leveled reading materials and discuss within their Literature Circles.	Academic Support Program	10/06/2014	05/29/2015	$0	No Funding Required	Classroom teachers, reading consultant, principal

Activity - Use of Leveled reading materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Story Works, ReadWrite.org, or Read Write Language Arts as supplemental programs within their reading block periods	Academic Support Program	10/06/2014	05/29/2015	$0	No Funding Required	Teachers and Reading Specialist, PLC leaders

Activity - Supplemental Reading sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate into their curriculum Studies Weekly and Scholastic Story Works	Direct Instruction	09/08/2014	05/29/2015	$1654	General Fund	Christi Dornon, Laura Daniels, Teachers

Goal 3: All Fairview Elementary teachers during 2014-2015 SY will incorporate computer based programs into their curriculum in order for reinforcement/enrichment skills in reading, math, and other subjects

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading level skills in English Language Arts in English Language Arts by 05/29/2015 as measured by test results generated by MAP and/or STAR Reading.

Strategy 1:

Study Island Proficiency 2015 - Students will use Study Island as reinforcement in reading skills in ELA, Science, etc., as supplemental learning. Teachers will work with the computer lab aide to schedule their classes.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Study Island proficiency 2015	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with the computer based program in various subject areas to increase reading proficiency	Academic Support Program	09/08/2014	05/29/2015	$3500	District Funding	Christi Dornon, Laura Daniels, computer lab aide, teachers

Strategy 2:

Reading Eggs 2015 - Teachers in K-2 will utilize the Reading Eggs computer based program to analyze, reinforce, and enrich the reading skills of their students

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Reading Eggs computer time 2015	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be schedule to work in the computer lab on Reading Eggs programs for skills reinforcement	Academic Support Program	09/08/2014	05/29/2015	$900	District Funding	Computer Lab assistant, K-2 teachers, Christi Dornon, Laura Daniels

Strategy 3:

Reading Express 2015 - Teachers grades 3-5 will utilize the Reading Express computer based program to analyze, reinforce, and enrich reading skills of their students

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Reading Express computer time 2015	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students are schedule to work in computer lab on Reading Express program at their grade levels	Academic Support Program	09/08/2014	05/29/2015	$1100	District Funding	Computer Lab assistant, Laura Daniels, Christi Dornon, Grades 3-5 teachers

Goal 4: Fairview Elementary students will increase their math proficiency

Measurable Objective 1:

70% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in knowledge and skills in Mathematics by 05/29/2015 as measured by MAP and KPREP assessments.

Strategy 1:

Math Computer Reinforcement Program - Teachers will utilize the IXL computer based math program during scheduled time with their students in the computer lab as enrichment and reinforcement of math skills.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Math Computer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the IXL math computer program on a scheduled basis in the computer lab	Academic Support Program	09/08/2014	05/29/2015	$2500	General Fund	Christi Dornon, Computer Lab assistant, teachers grades 3-5

Strategy 2:

Go Math Think Central - Students will use Think Central (a program that correlates with the Go Math textbooks) for extra help, homework, computer activities, and parental involvement. Videos that reteach the lesson can be viewed.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Think Central	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can log on to Think Central from home as reinforcement to the Go Math textbook material for extra assignments, homework help, and computer reinforcement activities. Parents can work with their students.	Academic Support Program	08/11/2014	05/29/2015	$0	No Funding Required	Teachers, parents

Goal 5: All new teachers at FES will be trained in test prep strategies and they and all other teachers will continue to use test prep strategies.

Measurable Objective 1:

A 50% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in skills needed to improve KPREP scores in English Language Arts by 05/29/2015 as measured by KPREP.

Strategy 1:

Test Prep Strategies - One staff member will receive initial training and then will train colleagues during PLC's and teacher meetings how to incorporate test prep strategies into their regular curriculum

Category:

Research Cited: Best Practices

Activity - Incorporating test prep skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate into their curriculuim NAEP test prep strategies	Direct Instruction	10/14/2013	05/30/2014	$100	Title II Part A	Laura Daniels and 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
Study Island proficiency 2015	Students will work with the computer based program in various subject areas to increase reading proficiency	Academic Support Program	09/08/2014	05/29/2015	$3500	Christi Dornon, Laura Daniels, computer lab aide, teachers
Reading Eggs computer time 2015	Students will be schedule to work in the computer lab on Reading Eggs programs for skills reinforcement	Academic Support Program	09/08/2014	05/29/2015	$900	Computer Lab assistant, K-2 teachers, Christi Dornon, Laura Daniels
Reading Express computer time 2015	Students are schedule to work in computer lab on Reading Express program at their grade levels	Academic Support Program	09/08/2014	05/29/2015	$1100	Computer Lab assistant, Laura Daniels, Christi Dornon, Grades 3-5 teachers
Literacy Centers	Teachers utilize Lakeshore Standards Based literacy centers for K-3 students	Direct Instruction	10/07/2013	05/30/2014	$5516	Traysea Moresea, K-3 teachers
				Total	$11016	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Think Central	Students can log on to Think Central from home as reinforcement to the Go Math textbook material for extra assignments, homework help, and computer reinforcement activities. Parents can work with their students.	Academic Support Program	08/11/2014	05/29/2015	$0	Teachers, parents

Use of Leveled reading materials	Teachers will use Story Works, ReadWrite.org, or Read Write Language Arts as supplemental programs within their reading block periods	Academic Support Program	10/06/2014	05/29/2015	$0	Teachers and Reading Specialist, PLC leaders
Literature Circles	Students in grades 3-5 will be divided into leveled groups and will work with appropriate leveled reading materials and discuss within their Literature Circles.	Academic Support Program	10/06/2014	05/29/2015	$0	Classroom teachers, reading consultant, principal
Department Grouping	Students will participate in 90 minute blocks each school day. Reading is reinforced in each subject area. One subject area supplemental reading material used is Studies Weekly for character education, health, and science. Weekly Reader is used for Social Studies.	Direct Instruction	08/11/2014	05/29/2015	$0	Teachers in grades 4-5, Christi Dornon
Leveled Reading	All K-2 teachers will incorporate into their lesson plans grade leveled and reading leveled goups using the Guided Reading Leveled Library from Songbook Press	Academic Support Program	08/11/2014	05/29/2015	$0	Principal, Reading Specialist, teachers
CELL & 4 Block reading	All students and staff participate in a 90 minute reading block each school day.	Academic Support Program	08/11/2014	05/29/2015	$0	Christi Dornon, Laura Daniels, all teachers
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Letter People	Teachers will utilize letter people in the K classrooms	Direct Instruction	10/07/2013	05/30/2014	$3182	Christi Dornon, teachers
Math Computer Program	Students will utilize the IXL math computer program on a scheduled basis in the computer lab	Academic Support Program	09/08/2014	05/29/2015	$2500	Christi Dornon, Computer Lab assistant, teachers grades 3-5
Supplemental Reading sources	Teachers will incorporate into their curriculum Studies Weekly and Scholastic Story Works	Direct Instruction	09/08/2014	05/29/2015	$1654	Christi Dornon, Laura Daniels, Teachers
				Total	$7336	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incorporating test prep skills	Teachers will incorporate into their curriculuim NAEP test prep strategies	Direct Instruction	10/14/2013	05/30/2014	$100	Laura Daniels and teachers
				Total	$100	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ABC Curriculum	Teachers will incorporate activities from ABC curriculum	Academic Support Program	10/07/2013	05/30/2014	$3812	Traysea Moresea, Christi Dornon, teachers
LeapPad Explorers	K-1 teachers will utilize LeapPad Explorers within their curriculum	Direct Instruction	09/02/2013	05/30/2014	$1980	K-1 teachers
				Total	$5792	

Next Generation Professionals - Teachers   2014-2015 SY

Overview

Plan Name

Next Generation Professionals - Teachers   2014-2015 SY

Plan Description

Teachers and principal will continue the implementation of the TGPES system as required by KDE for the 2014-2015 SY

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of effective teachers from_____% in 2015 _____%in 2020	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$500

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

Measurable Objective 1:

collaborate to incorporate the TPGES system of teacher and principal evaluation by 06/30/2015 as measured by Baseline data to be set by KDE.

Strategy 1:

Professional Growth and Effectiveness System - Teachers and principals will spend multiple hours in professional development on the procedures and implementation of the Professional and Growth Effectiveness System either through direct instruciton or using the Edivation (PD360) program

Category: Teacher PGES

Research Cited: Kentucky Initiative

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership team will be created to work with all teachers.	Policy and Process	08/11/2014	05/29/2015	$0	No Funding Required	Superintendent, Central Office, Principals, some teachers

Activity - TPGES initial training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will contiinue to receive professional development on the procedures of TPGES	Policy and Process	08/04/2014	05/29/2015	$500	Title I Schoolwide	Central Office, KEDC staff, Principals

Activity - Teacher TPGES training on Peer Observer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained as Peer Observers through the Edivaiton program	Policy and Process	08/25/2014	12/19/2014	$0	No Funding Required	Principal, Central Office staff, and teachers

Activity - Required reports to be completed in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete self-reflections, Teacher Growth Goals, and Student Growth goals in CIITS per requirements of TPGES.	Professional Learning	08/18/2014	05/29/2015	$0	No Funding Required	Principal, teachers, central office staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher TPGES training on Peer Observer	All teachers will be trained as Peer Observers through the Edivaiton program	Policy and Process	08/25/2014	12/19/2014	$0	Principal, Central Office staff, and teachers
Leadership Team	A leadership team will be created to work with all teachers.	Policy and Process	08/11/2014	05/29/2015	$0	Superintendent, Central Office, Principals, some teachers
Required reports to be completed in CIITS	All teachers will complete self-reflections, Teacher Growth Goals, and Student Growth goals in CIITS per requirements of TPGES.	Professional Learning	08/18/2014	05/29/2015	$0	Principal, teachers, central office staff
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES initial training	Teachers will contiinue to receive professional development on the procedures of TPGES	Policy and Process	08/04/2014	05/29/2015	$500	Central Office, KEDC staff, Principals
				Total	$500	

Program Reviews 2014-2015 SY

Overview

Plan Name

Program Reviews 2014-2015 SY

Plan Description

Teachers will complete an update and reflection on the 4 program reviews as currently required by KDE and will analyze and begin plans to incorporate the World Language/Global Competency program review for the following school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Fairview Elementary Schools will continue toward the goal of becoming proficient writers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
2	All students are Fairview Elementary School will have equal access to perform, create, and respond to all four arts disciplines.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1000
3	The Practical Living/Career Studies Program Review and the Arts and Humanities Program Review will be reviewed and updated	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	To review the World Language/Global Competency Program Review per the requirements for the 2014-15SY	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All students at Fairview Elementary Schools will continue toward the goal of becoming proficient writers.

Measurable Objective 1:

A 40% increase of Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 05/29/2015 as measured by Scored Portfolios and K-Prep test results..

Strategy 1:

Writing Proficiency - All Fairview Elementary students will complete a communication portfolio, The contents of this portfolio is specified in approved writing policy.

Each grade level teacher and a member of the writing committee will evaluate portfolios to determine proficiency. At the end of each school year, the portfolios will be passed to the next grade level.

Category:

Research Cited: Kentucky Initiative

Activity - Writing Policy Compliance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Fairview Elementary students will complete a communication portfolio. This portfolio will contain Narrative writings, Informational writings, Opinion writings, constructed responses, on-demand writings, samples of oral communication, demonstrations of the use of technology, and show pieces development using all aspects of the the writing process.	Policy and Process	08/11/2014	05/29/2015	$0	District Funding	All teachers, reading consultant, and principal.

Activity - Writing Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will submit 3 portfolio assessment pieces (high, medium, and low) for quality check 3 times during the school year.	Policy and Process	11/21/2014	05/29/2015	$0	No Funding Required	Reading specialist, teachers, principal.

Strategy 2:

KASC Writing Strategies - Teachers will continue to implement strategies learned at the KASC Writing Workshop into the daily writing instruction in their classrooms.

Teacher leaders will provide support to teachers to assist them in this implementation.

Category:

Research Cited: Best Practices

Activity - KASC Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teacher leaders and the principal will continue to monitor the implementation of the KASC writing strategies through examination of lesson plans, walk throughs, and student work samples.	Direct Instruction	08/11/2014	05/29/2015	$0	District Funding	Principal and Teacher Leaders

Goal 2: All students are Fairview Elementary School will have equal access to perform, create, and respond to all four arts disciplines.

Measurable Objective 1:

demonstrate a proficiency in all four arts disciplines by 06/01/2017 as measured by Curriculum maps, lesson plans, walk throughs, written and performance assessments, and program review documents.

Strategy 1:

Aligned Arts Curriculum - Grades K-5 will fully implement a completely aligned and unified arts curriculum that gives each child equal access to perform, create and respond.

Category:

Research Cited: Kentucky Initiatives

Activity - Curriculum Revisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade K-5 teachers will continue to work in grade level teams and as a whole staff to revise curriculum documents to ensure a unified curriculum is in place.	Policy and Process	09/08/2014	05/29/2015	$0	No Funding Required	K-5 teachers and principal, central office staff

Activity - Community Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will have the opportunity to participate in at least four field trips yearly related to the arts. Ideally, one trip from each of the four arts disciplines will be scheduled.	Field Trip	08/11/2014	05/29/2015	$1000	Other	Classroom teachers and principal, FRYSC director

Activity - Intentional Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly block of instructional time will be dedicated to the teaching of all fours arts disciplines.	Direct Instruction	08/07/2014	05/29/2015	$0	No Funding Required	Principal, scheduling/ planning committee, classroom teachers

Goal 3: The Practical Living/Career Studies Program Review and the Arts and Humanities Program Review will be reviewed and updated

Measurable Objective 1:

collaborate to review and update the Practical Living/Career Studies program review by 05/29/2015 as measured by development and submission to KDE of the final review rating and documentation of evidence .

Strategy 1:

Update Practical Living/Career Studies PR - All teachers will be involved in the analysis of KDE scores. They will update the PR and determine changes in curriculum that will better serve the students of FES and will indicate a higher rating on the final review.

Category:

Research Cited: Kentucky Initiatives

Activity - PL/CS analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze using KDE assigned score, note weaknesses and strengths, develop plan to improve and better serve students	Policy and Process	09/08/2014	05/29/2015	$0	No Funding Required	Central Office staff, principal, teachers

Goal 4: To review the World Language/Global Competency Program Review per the requirements for the 2014-15SY

Measurable Objective 1:

collaborate to review the requirements of the World Language/Global Competency Program Review for elementary schools by 05/29/2015 as measured by questions answered in ASSIST and notes taken from the faculty meetings.for the introduction of the WL/GC PR for elementary schools.

Strategy 1:

World Language/Global Competency Review - Teachers will review the program review, the matrices for the content areas, and begin developing a plan for including activities into the 2015-2016 SY.

Category: Professional Learning & Support

Research Cited: Kentucky Initiatives

Activity - Analysis of WL/GC Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will study and become familiar with the content matrices, the WL/GC PR, and will determine ways to incorporate requirements into their content areas by the 2015-2016 SY.	Policy and Process	02/02/2015	05/29/2015	$0	No Funding Required	Central Office staff, 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
Writing Policy Compliance	All Fairview Elementary students will complete a communication portfolio. This portfolio will contain Narrative writings, Informational writings, Opinion writings, constructed responses, on-demand writings, samples of oral communication, demonstrations of the use of technology, and show pieces development using all aspects of the the writing process.	Policy and Process	08/11/2014	05/29/2015	$0	All teachers, reading consultant, and principal.
KASC Strategies	Teacher leaders and the principal will continue to monitor the implementation of the KASC writing strategies through examination of lesson plans, walk throughs, and student work samples.	Direct Instruction	08/11/2014	05/29/2015	$0	Principal and Teacher Leaders
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of WL/GC Program Review	Teachers will study and become familiar with the content matrices, the WL/GC PR, and will determine ways to incorporate requirements into their content areas by the 2015-2016 SY.	Policy and Process	02/02/2015	05/29/2015	$0	Central Office staff, principal, teachers
PL/CS analysis	Analyze using KDE assigned score, note weaknesses and strengths, develop plan to improve and better serve students	Policy and Process	09/08/2014	05/29/2015	$0	Central Office staff, principal, teachers
Writing Samples	All teachers will submit 3 portfolio assessment pieces (high, medium, and low) for quality check 3 times during the school year.	Policy and Process	11/21/2014	05/29/2015	$0	Reading specialist, teachers, principal.
Intentional Scheduling	A weekly block of instructional time will be dedicated to the teaching of all fours arts disciplines.	Direct Instruction	08/07/2014	05/29/2015	$0	Principal, scheduling/ planning committee, classroom teachers

Curriculum Revisions	Grade K-5 teachers will continue to work in grade level teams and as a whole staff to revise curriculum documents to ensure a unified curriculum is in place.	Policy and Process	09/08/2014	05/29/2015	$0	K-5 teachers and principal, central office staff
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Resources	Each student will have the opportunity to participate in at least four field trips yearly related to the arts. Ideally, one trip from each of the four arts disciplines will be scheduled.	Field Trip	08/11/2014	05/29/2015	$1000	Classroom teachers and principal, FRYSC director
				Total	$1000	

TELL Survey   2014-2015 SY

Overview

Plan Name

TELL Survey   2014-2015 SY

Plan Description

Teachers will analyze the results of the last TELL survey and discuss changes that have taken place with the new administration and new policies as preparation for completing the 2015 TELL survey effectively.

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	Teachers will discuss and analyze TELL survey to discuss specific areas of improvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Teachers will discuss and analyze TELL survey to discuss specific areas of improvement

Measurable Objective 1:

collaborate to analyze and discuss results of the TELL survey by 03/02/2015 as measured by improvement through revised policies and procedures .

Strategy 1:

TELL survey - Teachers will meet in PLC's and teacher's meetings to discuss the results of the TELL survey and to develop a plan of improvement

Category: Management Systems

Research Cited: Kentucky Initiatives

Activity - Analysis of TELL survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet in groups to analyze results of current TELL survey, compare to previous, determine and implement ways to improve results	Policy and Process	01/05/2015	03/02/2015	$0	No Funding Required	Central Office staff, 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
Analysis of TELL survey	Meet in groups to analyze results of current TELL survey, compare to previous, determine and implement ways to improve results	Policy and Process	01/05/2015	03/02/2015	$0	Central Office staff, principal, teachers
				Total	$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Although we are still classified as Needs Improvement, we are progressing. In the data analysis by the staff of KPREP scores, many positives were found. As examples: 3rd Grade reading novice decreased by 5%, distinguished increased by 6%; 4th grade reading novice decreased by 24%, proficient increased by 3%, distinguished increased by 13%; 4th grade math novice decreased by 12%, apprentice decreased by 10%, proficient increased by 18%, distinguished increased by 3%; 4th gr4ade science apprentice decreased by 19%, distinguished increased by 19%; language mechanics distinguished increased by 3.5%. Overall for the school in reading - novice decreased by 6% and distinguished increased by 4%. Science overall had 67% of students either proficient or distinguished. 5th grade growth from 4th grade showed the following information: novice decreased by 12% in reading; proficient increased by 6% in reading; distinguished increased by 9% in reading; math novice decreased by 17%, math proficient increased b y 10%, and math distinguished increased by 3.5% This data tells us that the new reading and math programs we began during the 2013-2014 SY are working. We are still using those programs as well as others to improve the performance of our students for the 2014-2015 SY. We did meet our AMO Goal, our Participation Rate Goal, as well as increasing our percentile ranking from 24 to 34. This data tells us that we are on the right track for improvement.

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?

We had several areas of strength. The overall NAPD score increased from 58.0 to 60.0 our of 100. Our percentile in the state has risen from 24th to 34th. We surpassed our Annual Measurable Objective of 59.0 by scoring 60.9. Our program review scores increased considerably from 67.9 to 96.7. We are continuing with the programs that have been working in the past. We are continuing with ESS and extra remediation for students who need it. We will continue with the progress of the program reviews and will increase their scores.

Opportunities for Improvement

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

Our areas for improvement are overall social studies scores, writing scores, and math scores. We are focusing on means to improve during our PLC and faculty meetings. We are continuing with the programs begun last year. Teachers have gone to professional development meetings in the areas of math especially to learn new ways to improve performance of our students. We are working in small book groups to focus on making math relevant to all students.

Conclusion

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

Some steps have been previously noted. Other steps for improvement strategies are following: RTI reading with small groups, 3 staff members are coordinating this program; RTI for math with small groups, 2 teachers are coordinating this program; after school tutoring twice weekly, several teachers/staff are working with this program; and continuing use of web-based programs such as Reading Eggs, IXL, ELA and Math, and Study Island.

The Missing Piece

Introduction

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

Stakeholders

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

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

Fairview elementary teachers; Laura Daniels-Reading Specialist; Christi Dornon-Principal.

Relationship Building

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

Overall Rating: 3.29

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

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

Communications

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

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

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

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

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

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

Overall Rating: 1.71

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council does not encourage parent participation on SBDM committees or school planning.	Novice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

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

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

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

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

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

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

Community Partnerships

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

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

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

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

Reflection

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

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

The 2014-2015 SY is the first year in a long time that a parent teacher organization has been formed and active. Through this organization, we are hoping for better parent-teacher communication and better parent involvement in the school activities. Already we have seen better parent involvement with the schoolwide fall festival. We are discussing ways to survey parents for their input into better parent communication, parent education, and parent involvement. We hope to have a plan in effect for the 2015-2015 SY. Our teachers communicate with the parents of their students on a regular basis as well as through scheduled schoolwide parent conference times.

Report Summary

Scores By Section

Section Score

1	2	3	4

Relationship Building — 3.29

Communications — 2.71

Decision Making — 1.71

Advocacy — 2.83

Learning Opportunities — 2.33

Community Partnerships — 2.17
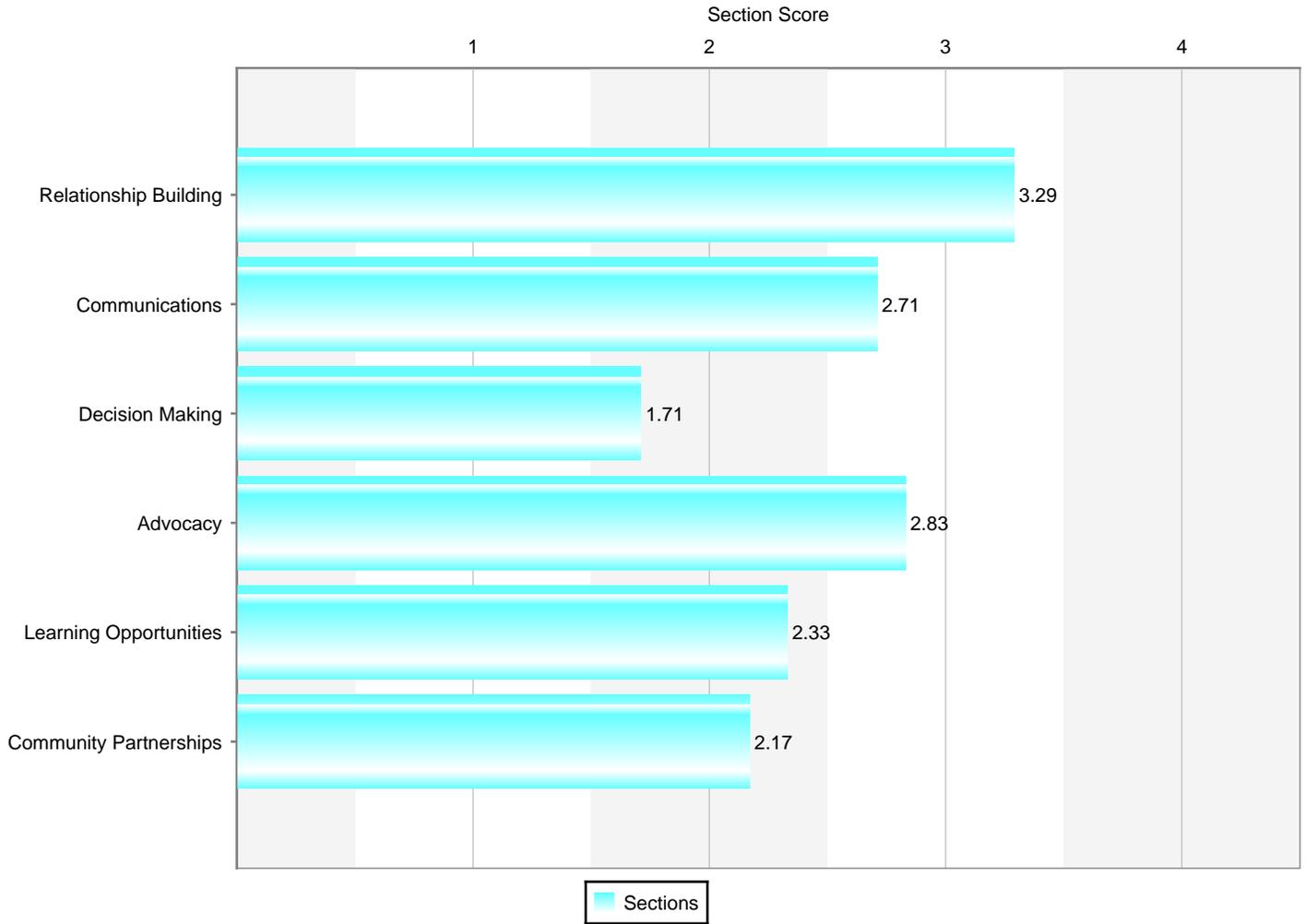
Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The SBDM elected the teachers and parents to serve on the committee. The Parent Teacher Organization was formed this year. The president of PTO was elected by the parents. There is also teacher representative in the organization.

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

Meeting through SBDM to discuss academic process and progress. Also what improvement plans that are being put into place were discussed.

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

The final plan was communicated at a community wide board meting when the state test scores were discussed. Stakeholders will receive information on the progress of the CSIP two more times.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	All staff were involved in analyzing the KPREP scores once they were released and in determining a plan for improvement. Enrichment/remediation programs were suggested and a plan of action for their implementation was put into place.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	The current daily schedule was analyzed and revised. More time was put into reading blocks. Additional enrichment/remediation programs for math and reading assistance were purchased. Teachers were trained during PLC's, professional development time, and after school in the implementation of these programs as noted in the CSIP document.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The Pre-School Director with the assistance of the pre-school teacher continued to implement transitions strategies for pre-school transition.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Teachers were provided several professional development opportunities in reading and math strategies in order to improve student mastery of the common core standards. The daily school schedule provides multiple opportitunities for tutoring time; ESS time was increased using more teachers/staff. Computer-based remediation programs being utilized provide weekly results and positive results are celebrated as encouragement for the students.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Information available in Title 1 Diagnostic	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	Information available in the Title 1 Diagnostic	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Information available in Title 1 Schoolwide Diagnostic	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Information available in the Title 1 Schoolwide Diagnostic	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Information available in Title 1 Schoolwide Diagnostic and the CSIP	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	School will schedule an annual evaluation at the end of the SY	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Information available in Title 1 Schoolwide Diagnostic	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Information available in Title 1 Schoolwide Diagnostic, special education policy/procedures plan, and in the district RTi plan.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Information available in Title 1 Schoolwide diagnostic	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Information available in the Title 1 Schoolwide Diagnostic, FES CSIP, and FISD Rti plan	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Information available in Title 1 Schoolwide Diagnostic and RTI plan	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	With the assistance of the district office. Information available in the Title 1 Schoolwide diagnostic	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Information available in the Title 1 Schoolwide Diagnostic, and records maintained by the Title 1 Coordinator.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Information available in the Title 1 Schoolwide Diagnostic	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Information available in the Title 1 Schoolwide diagnostic or records of the Professional Development Coordinator	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	Principal, teachers, and other staff evaluated andupdated the comprehensive plan after data analysis of student achievement results. Ongoing analysis is completed throughout the year as different modes of student assessment are given to determined progress or decline of achievement. Plans are adjusted regularly.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	CSIP is posted on the district website: www.fairview.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	Through the district office; but not applicable this SY.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	As noted in the CSIP.	

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Principal and central office staff monitor	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Principals and central office staff monitor	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes	Principal and central office staff monitor	

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

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

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Teachers will discuss and analyze TELL survey to discuss specific areas of improvement

Measurable Objective 1:

collaborate to analyze and discuss results of the TELL survey by 03/02/2015 as measured by improvement through revised policies and procedures .

Strategy1:

TELL survey - Teachers will meet in PLC's and teacher's meetings to discuss the results of the TELL survey and to develop a plan of improvement

Category: Management Systems

Research Cited: Kentucky Initiatives

Activity - Analysis of TELL survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in groups to analyze results of current TELL survey, compare to previous, determine and implement ways to improve results	Policy and Process			01/05/2015	03/02/2015	$0 - No Funding Required	Central Office staff, principal, teachers

Narrative:

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.4% in 2014 to 58.3 in 2015 toward the goal of 70.2 in 2017 by focusing on ELA standards.

Measurable Objective 1:

A 45% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 40.4 to 58.3% in English Language Arts by 05/30/2014 as measured by KPREP.

Strategy1:

Differentiated Instruction - The ELA teachers in PLC will develop plans to implement differentiated instruction to reach non-duplicated gap students.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand upon district bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process			09/01/2014	05/29/2015	$0 - No Funding Required	Principal, reading consultant, central office staff

Activity - Provide applied learning ELA lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies such as training parents on fluency and numeration.	Parent Involvement			09/01/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, reading consultant, Title 1 Staff

Goal 2:

Increase the average combined reading and math proficiency reatings for all students in the non-duplicated gap group from 40.4% in 2014 to 58.3% in 2015 toward the goal of 70.2% in 2017 by focusing on Common Core Math Standards.

Measurable Objective 1:

A 50% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.5% to 53.25% in 2015 in Mathematics by 05/29/2015 as measured by KPREP.

Strategy1:

Daily tutoring - Teachers will work with targeted students focusing on math remediation daily.

Category:

Research Cited: Best Practices

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reinforce math skills through tutoring with target students 90 minutes per day of the school day or in ESS with targeted students	Academic Support Program			10/06/2014	05/29/2015	$0 - No Funding Required	Teachers, Title 1 staff, principal

Strategy2:

Math Enrichment Programs - Math enrichment programs will be incorporated into the daily curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Provide applied learning math lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent communication with IXL and GO Math through Classroom Dojo, Remind 101, or personal contact from teachers to notify them of homework needs of students so parents can work directly with homework needs	Parent Involvement			10/06/2014	05/29/2015	$0 - No Funding Required	Teachers and principal

Activity - Use of IXL math program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the IXL computer based math program for enrichment/remediation of math skills	Academic Support Program			08/11/2014	05/29/2015	$2500 - General Fund	Teachers, ESS staff, computer lab assistant, principal

Activity - Calendar Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use calendar math for reinforcement of math skills such as dates, time, money, and basic math skills	Academic Support Program			08/11/2014	05/29/2015	$0 - No Funding Required	Teachers

Narrative:

All children were screened for kindergarten readiness.

Goal 1:

All children will be screened for kindergarten readiness.

Measurable Objective 1:

100% of Kindergarten grade students will demonstrate a proficiency in kindergarten readiness in English Language Arts by 08/22/2014 as measured by the results of the Brigance test for screening.

Strategy1:

Kindergarten Readiness - All kindergarten students will be screened using the Brigance test. Teachers are given the information to place in the system.

Category: Early Learning

Research Cited:

Activity - Brigance screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students are given the Brigance for screening purposes within the first 2 weeks of the school year.	Policy and Process			08/08/2014	08/22/2014	$200 - District Funding	Christi Dornon, central office staff, teachers

Narrative:

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

Goal 1:

Strategies to increase the percentage of students who are Kindergarten ready

Measurable Objective 1:

demonstrate a proficiency in kindergarten readiness by 05/29/2015 as measured by Brigance screening test and other methods.

Strategy1:

Kindergarten Readiness strategies - Preschool is offered in the district to prepare students for Kindergarten. There are 2 aides and one

teacher per 20 students. We have 16 preschool students. Each kindergarten class also has an aide.

Category: Management Systems

Research Cited:

Activity - Classroom management	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool class has one aide to help with student activities. Kindergarten classes also have one aide for each class. sss	Policy and Process			08/08/2014	05/29/2015	$15000 - Title I Part A	Principal, classroom teacher, central office staff

Activity - Curriculum Checksheets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Check sheets for curriculum are maintained for all students indicating mastery on standards and skills that the individual students have met. If goals haven't been mastered, there is a chance for retention . Families are notified in January by letter and conference with the teacher if there many be a chance for retention at the end of the year.	Academic Support Program			08/15/2014	05/29/2015	$0 - No Funding Required	Preschool director, teachers

Narrative:

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

Goal 1:

All teachers will use Study Island with their students for reinforcement/enrichment skills in reading in various subject areas.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading level skills in English Language Arts by 04/30/2013 as measured by test results generated from the Study Island program.

Strategy1:

Study Island proficiency - Teachers will be trained in the use of Study Island for supplemental learning. They will then schedule their classes in one of the computer labs so that their students can utilize the program for enrichment/reinforcement activities in the English Language Arts Kentucky Common Core Standards.

Category:

Research Cited: Kentucky Initiatives

Activity - Study Island proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the Study Island computer based program to define reading skills.	Academic Support Program			08/08/2012	05/31/2013	$2400 - General Fund	Eric Hale, Traysea Moresea, Computer Lab assistant, all teachers

Strategy2:

Reading Eggs - Teachers will utilize the Reading Eggs computer based program to analyze, reinforce, and enrich reading skills of their students.

Category:

Research Cited: Kentucky Initiatives

Activity - Reading Eggs computer time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are scheduled to work in computer lab on Reading Eggs program	Academic Support Program			09/03/2012	05/31/2013	$1200 - General Fund	Eri Hale, Traysea Moresea, Computer Lab assistant, all K-2 teachers.

Goal 2:

All teachers will continue to incorporate CELL and 4 Block reading into their curriculum.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to increase reading performance levels

in English Language Arts by 05/30/2014 as measured by KPREP.

Strategy1:

CELL and Reading Blocks - All teachers will incorporate Reading Blocks into their curriculum for a 90 minute block. Teachers will meet during PLC time to discuss their progress with this program and to design grade level strategies

Category: Continuous Improvement

Research Cited: Best Practices

Activity - CELL & 4 Block reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students and staff participate in a 90 minute reading block each school day.	Academic Support Program			08/11/2014	05/29/2015	$0 - No Funding Required	Christi Dornon, Laura Daniels, all teachers

Strategy2:

Departmentalized scheduling - Grades 4-5 will continue to be departmentalized schedule for the 2014-2015 SY. All students will receive 90 minutes blocks to reinforce reading skills in reading, science, and social studies curriculums

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Department Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in 90 minute blocks each school day. Reading is reinforced in each subject area. One subject area supplemental reading material used is Studies Weekly for character education, health, and science. Weekly Reader is used for Social Studies.	Direct Instruction			08/11/2014	05/29/2015	$0 - No Funding Required	Teachers in grades 4-5, Christi Dornon

Goal 3:

Fairview Elementary students will increase their math proficiency

Measurable Objective 1:

70% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in knowledge and skills in Mathematics by 05/29/2015 as measured by MAP and KPREP assessments.

Strategy1:

Math Computer Reinforcement Program - Teachers will utilize the IXL computer based math program during scheduled time with their students in the computer lab as enrichment and reinforcement of math skills.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Math Computer Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the IXL math computer program on a scheduled basis in the computer lab	Academic Support Program			09/08/2014	05/29/2015	$2500 - General Fund	Christi Dornon, Computer Lab assistant, teachers grades 3-5

Strategy2:

Go Math Think Central - Students will use Think Central (a program that correlates with the Go Math textbooks) for extra help, homework,

computer activities, and parental involvement. Videos that reteach the lesson can be viewed.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students can log on to Think Central from home as reinforcement to the Go Math textbook material for extra assignments, homework help, and computer reinforcement activities. Parents can work with their students.	Academic Support Program			08/11/2014	05/29/2015	$0 - No Funding Required	Teachers, parents

Goal 4:

All Fairview Elementary teachers during 2014-2015 SY will incorporate computer based programs into their curriculum in order for

reinforcement/enrichment skills in reading, math, and other subjects

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading level skills in

English Language Arts in English Language Arts by 05/29/2015 as measured by test results generated by MAP and/or STAR Reading.

Strategy1:

Study Island Proficiency 2015 - Students will use Study Island as reinforcement in reading skills in ELA, Science, etc., as supplemental

learning. Teachers will work with the computer lab aide to schedule their classes.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Study Island proficiency 2015	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with the computer based program in various subject areas to increase reading proficiency	Academic Support Program			09/08/2014	05/29/2015	$3500 - District Funding	Christi Dornon, Laura Daniels, computer lab aide, teachers

Strategy2:

Reading Express 2015 - Teachers grades 3-5 will utilize the Reading Express computer based program to analyze, reinforce, and enrich

reading skills of their students

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Reading Express computer time 2015	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are schedule to work in computer lab on Reading Express program at their grade levels	Academic Support Program			09/08/2014	05/29/2015	$1100 - District Funding	Computer Lab assistant, Laura Daniels, Christi Dornon, Grades 3-5 teachers

Strategy3:

Reading Eggs 2015 - Teachers in K-2 will utilize the Reading Eggs computer based program to analyze, reinforce, and enrich the reading

skills of their students

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Reading Eggs computer time 2015	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be schedule to work in the computer lab on Reading Eggs programs for skills reinforcement	Academic Support Program			09/08/2014	05/29/2015	$900 - District Funding	Computer Lab assistant, K-2 teachers, Christi Dornon, Laura Daniels

Narrative:

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.4% in 2014 to

58.3 in 2015 toward the goal of 70.2 in 2017 by focusing on ELA standards.

Measurable Objective 1:

A 45% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will

collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 40.4

to 58.3% in English Language Arts by 05/30/2014 as measured by KPREP.

Strategy1:

Differentiated Instruction - The ELA teachers in PLC will develop plans to implement differentiated instruction to reach non-duplicated gap

students.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand upon district bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process			09/01/2014	05/29/2015	$0 - No Funding Required	Principal, reading consultant, central office staff

Activity - Provide applied learning ELA lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies such as training parents on fluency and numeration.	Parent Involvement			09/01/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, reading consultant, Title 1 Staff

Goal 2:

Increase the average combined reading and math proficiency reatings for all students in the non-duplicated gap group from 40.4% in 2014 to 58.3% in 2015 toward the goal of 70.2% in 2017 by focusing on Common Core Math Standards.

Measurable Objective 1:

A 50% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.5% to 53.25% in 2015 in Mathematics by 05/29/2015 as measured by KPREP.

Strategy1:

Math Enrichment Programs - Math enrichment programs will be incorporated into the daily curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of IXL math program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the IXL computer based math program for enrichment/remediation of math skills	Academic Support Program			08/11/2014	05/29/2015	$2500 - General Fund	Teachers, ESS staff, computer lab assistant, principal

Activity - Calendar Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use calendar math for reinforcement of math skills such as dates, time, money, and basic math skills	Academic Support Program			08/11/2014	05/29/2015	$0 - No Funding Required	Teachers

Activity - Provide applied learning math lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent communication with IXL and GO Math through Classroom Dojo, Remind 101, or personal contact from teachers to notify them of homework needs of students so parents can work directly with homework needs	Parent Involvement			10/06/2014	05/29/2015	$0 - No Funding Required	Teachers and principal

Strategy2:

Daily tutoring - Teachers will work with targeted students focusing on math remediation daily.

Category:

Research Cited: Best Practices

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reinforce math skills through tutoring with target students 90 minutes per day of the school day or in ESS with targeted students	Academic Support Program			10/06/2014	05/29/2015	$0 - No Funding Required	Teachers, Title 1 staff, principal

Narrative:

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

Goal 1:

All students at Fairview Elementary Schools will continue toward the goal of becoming proficient writers.

Measurable Objective 1:

A 40% increase of Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 05/29/2015 as measured by Scored Portfolios and K-Prep test results..

Strategy1:

Writing Proficiency - All Fairview Elementary students will complete a communication portfolio, The contents of this portfolio is specified in approved writing policy. Each grade level teacher and a member of the writing committee will evaluate portfolios to determine proficiency. At the end of each school year, the portfolios will be passed to the next grade level.

Category:

Research Cited: Kentucky Initiative

Activity - Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will submit 3 portfolio assessment pieces (high, medium, and low) for quality check 3 times during the school year.	Policy and Process			11/21/2014	05/29/2015	$0 - No Funding Required	Reading specialist, teachers, principal.

Activity - Writing Policy Compliance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Fairview Elementary students will complete a communication portfolio. This portfolio will contain Narrative writings, Informational writings, Opinion writings, constructed responses, on-demand writings, samples of oral communication, demonstrations of the use of technology, and show pieces development using all aspects of the the writing process.	Policy and Process			08/11/2014	05/29/2015	$0 - District Funding	All teachers, reading consultant, and principal.

Strategy2:

KASC Writing Strategies - Teachers will continue to implement strategies learned at the KASC Writing Workshop into the daily writing

instruction in their classrooms. Teacher leaders will provide support to teachers to assist them in this implementation.

Category:

Research Cited: Best Practices

Activity - KASC Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders and the principal will continue to monitor the implementation of the KASC writing strategies through examination of lesson plans, walk throughs, and student work samples.	Direct Instruction			08/11/2014	05/29/2015	$0 - District Funding	Principal and Teacher Leaders

Goal 2:

All students are Fairview Elementary School will have equal access to perform, create, and respond to all four arts disciplines.

Measurable Objective 1:

demonstrate a proficiency in all four arts disciplines by 06/01/2017 as measured by Curriculum maps, lesson plans, walk throughs, written

and performance assessments, and program review documents.

Strategy1:

Aligned Arts Curriculum - Grades K-5 will fully implement a completely aligned and unified arts curriculum that gives each child equal access

to perform, create and respond.

Category:

Research Cited: Kentucky Initiatives

Activity - Curriculum Revisions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade K-5 teachers will continue to work in grade level teams and as a whole staff to revise curriculum documents to ensure a unified curriculum is in place.	Policy and Process			09/08/2014	05/29/2015	$0 - No Funding Required	K-5 teachers and principal, central office staff

Activity - Community Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will have the opportunity to participate in at least four field trips yearly related to the arts. Ideally, one trip from each of the four arts disciplines will be scheduled.	Field Trip			08/11/2014	05/29/2015	$1000 - Other	Classroom teachers and principal, FRYSC director

Activity - Intentional Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A weekly block of instructional time will be dedicated to the teaching of all fours arts disciplines.	Direct Instruction			08/07/2014	05/29/2015	$0 - No Funding Required	Principal, scheduling/ planning committee, classroom teachers

Narrative: