



2022-23 Phase One: Continuous Improvement Diagnostic for  
Districts\_09062022\_08:20

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

**Fairview Independent**  
**Jackie Ridsen-smith**  
2100 Main St  
Ashland, Kentucky, 41102  
United States of America

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## **2022-23 Phase One: Continuous Improvement Diagnostic for Districts**

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

### **Phase Four: January 1 - December 31**

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

***As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that***

Fairview Independent

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***the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.

Jackie Risdén-Smith

9/6/22



2022-23 Phase One: Executive Summary for  
Schools\_09062022\_08:03

2022-23 Phase One: Executive Summary for Schools

**Fairview Independent**  
**Jackie Ridsen-smith**  
2100 Main St  
Ashland, Kentucky, 41102  
United States of America

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## 2022-23 Phase One: Executive Summary for Schools

### 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 Independent is a small district located in Boyd County. The Westwood community is very involved with the school district and the district takes pride in the family atmosphere present in the district. It is one of two independent schools within the county boundaries. The population of the school is comprised of students who reside in all three school district boundary lines as well as neighboring counties. The population of the district stays right at 700. There has been a decline in enrollment. The district has lost a significant amount of funding due to the loss in enrollment and industry. This has resulted in the district having less resources to operate and has had an impact on everyone.

### School's Purpose

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

The mission of Fairview Independent is to educate and empower students to become independent, successful, life-long learners. Vision: EAGLE PRIDE: Every Student, Every Day Belief Statement: As a team, we will be difference makers in the lives of our students by giving each child our best in everything that we do. The vision and mission were developed in 2016 as part of a strategic plan. They were reviewed in 2018 and the added belief statement was added. The schools readily display this in what they say and do. At the elementary, they aligned their school's vision and mission statements with the district's at the start of the 18-19 school year. At the middle/high school, they aligned their school's vision statement with the district's at the start of the 19-20 school year. They are currently working on revising the school mission statement. The district leadership works closely with school leadership to ensure that personalized learning is at the forefront of the instructional planning that takes place. Monitoring measures have been implemented at each school to monitor the effectiveness of instruction for all students.

### 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.

Through the use of Title 1 funds and other resources, the school has been able to purchase Chromebooks for grades 3-12. Students and teachers are using them for instruction on a regular basis. This year a middle school class for students was implemented for digital technology to help students gain full use of the resource, in addition to their online Google Classrooms. Several staff members have become Google for Education Certified Level 1 Educators, as well as a few high school students. At the time of getting his certification, district technology technician, Corey Moore, was one of three state wide Google for Education Certified Trainers. Having him in district has been an asset in getting staff and students trained and certified. The High School Odyssey of the Minds team were able to win the state competition and go on to compete in the national competition at Michigan State University in 2018-19. This was a huge accomplishment considering it was the first year for the team. The program has expanded to allow more participation of students. The High School STLP team had a student win the state competition during the 2019-20 school year for the first time. All schools in the district have created school improvement plans that align with the district improvement plan. This process will ensure that district and school goals will be planned and implemented in a way that will contribute to increased student achievement. Specifically, an emphasis will be placed on highly effective classroom instruction and character education.

#### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

The district has two CSI schools: Fairview Elementary and Fairview High School. The district has created a schedule to meet regularly with the principal of each school for planning purposes. The district has worked with school leadership to create 30-60-90 day monitoring plans that are structured around the school improvement priorities. The district Director of Curriculum, Instruction, and Assessment has worked with school leadership to create monitoring plans centered around lesson/unit plans, assessments, Google Classrooms, and instructional walkthroughs.

#### Additional Information

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

N/A



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: District Safety Report\_10212022\_10:41

2022-23 Phase Two: District Safety Report

**Fairview Independent**  
**Jackie Ridsen-smith**  
2100 Main St  
Ashland, Kentucky, 41102  
United States of America

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## 2022-23 Phase Two: District Safety Report

### District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

#### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) in the comment box.*

Yes

Safety 05.4

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain*

*further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.*

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

*Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

May 2022

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for  
Districts\_10212022\_10:44

2022-23 Phase Two: The Needs Assessment for Districts

**Fairview Independent**  
**Jackie Riden-smith**  
2100 Main St  
Ashland, Kentucky, 41102  
United States of America

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## **2022-23 Phase Two: The Needs Assessment for Districts**

### **Understanding Continuous Improvement: The Needs Assessment for Districts**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

At the district level, the District Leadership Team worked together to analyze the application of the Key Core Work Processes at the district-level holistically. The District Admin team, consisting of the Superintendent, Director of Curriculum, Instruction, & Assessment, Director of District-Wide Programs, Director of Exceptional Children, Finance Director, and both building principals, conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of each of the KCWP. At each school, the instructional staff and principals worked with the Kentucky Department of Education Continuous Improvement Coaches to analyze the application of the Key Core Work Processes at FES, FMS, and FHS. Teachers and principals also completed a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. The instructional staff at each school have met weekly for the past month with the principal and Director of Curriculum, Instruction, and Assessment since the beginning of the 2022-23 school year. During those meetings, the staff have completed a root cause analysis and an analysis of the 2022-23 iReady data, Kentucky Summative Assessment data, as well as the Case21 Assessment data.

Through these various analyses, next steps have been created that directly relate to the school's goals and improvement priorities. Teachers also meet in weekly Professional Learning Communities where current-year summative assessment data is being analyzed. Both the school and district leadership teams meet at least monthly and meetings are documented via agendas and minutes in GoogleDrive.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

As a district, we were able to implement most activities on our CDIP from the 2021-22 school year. In terms of meeting our goals, the following areas were met: middle school math, high school math, elementary school social studies, elementary school gap reading and math, and high school reading and math. In these areas specifically, the activities included intentional professional learning, vertical and horizontal curriculum planning, administrative monitoring of curriculum, instruction, and assessment, and data collection and tracking.

The information we have regarding our progress towards goals will be used to modify our goals for the 2022-23 improvement plan. We will be intentional to determine our goals to strive for levels of high achievement. We will carry over activities that we implemented that worked effectively and need to continue. We will also determine if the activities that were not achieved should be carried over or revised based on our current needs.

### Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
  - KSA: Novice in all areas (for all students and for students with IEPs and economically disadvantaged)
  - From 2021-22, at the middle school level, the amount of students scoring novice on the KSA increased in all subject areas
  - At FMS/FHS iReady data indicates that 60% of our students are 2 or more grade levels below in reading
  - At FMS/FHS iReady data indicates that 74% of our students are 2 or more grade levels below in math
  - Continuation of CSI status at FMS

## Current State

4. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Fairview Elementary School

Kentucky Summative Assessment data

- Forty-three percent (43%) of students scored proficient/distinguished in reading
- Thirty-one percent (31%) of students with IEPs scored proficient/distinguished in reading
- Thirty-seven (37%) of students scored proficient/distinguished in math
- Thirty-one percent (31%) of students with IEPs scored proficient/distinguished in math
- Seventeen percent (17%) of students scored proficient/distinguished in science
- Fourteen percent (14%) of students with IEPs scored proficient/distinguished in science
- Twenty-six percent (26%) of students scored proficient/distinguished in social studies
- Zero percent (0%) of students with IEPs scored proficient/distinguished in social studies
- Twenty-one percent (21%) of students scored proficient/distinguished in combined writing
- Zero percent (0%) of students with IEPs scored proficient/distinguished in combined writing

Fairview Middle School

## Kentucky Summative Assessment data

- Twenty-five percent (25%) of students scored proficient/distinguished in reading
- Zero percent (0%) of students with IEPs scored proficient/distinguished in reading
- Seventeen percent (17%) of students scored proficient/distinguished in math
- Three percent (3%) of students with IEPs scored proficient/distinguished in math
- Thirteen percent (13%) of students scored proficient/distinguished in science
- Zero percent (0%) of students with IEPs scored proficient/distinguished in science
- Twelve percent (12%) of students scored proficient/distinguished in social studies
- Zero percent (0%) of students with IEPs scored proficient/distinguished in social studies
- Five percent (5%) of students scored proficient/distinguished in combined writing
- Zero percent (0%) of students scored proficient/distinguished in combined writing

## Fairview High School

### Kentucky Summative Assessment data

- Forty (40%) of students scored proficient/distinguished in reading
- Thirty-eight (38%) of students with IEPs scored proficient/distinguished in reading
- Eighteen percent (18%) of students scored proficient/distinguished in math
- Thirty-eight percent (38%) of students with IEPs scored proficient/distinguished in math
- Two percent (2%) of students scored proficient/distinguished in science
- Zero percent (0%) of students with IEPs scored proficient/distinguished in science
- Thirty-eight (38%) of students scored proficient/distinguished in social studies
- Zero percent (0%) of students with IEPs scored proficient/distinguished in social studies
- Thirty-six (36%) of students scored proficient/distinguished in combined writing
- Zero percent (0%) of students scored proficient/distinguished in combined writing

## Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

#### Fairview Elementary School

##### Kentucky Summative Assessment data

- Fourteen percent (14%) of students with IEPs scored proficient/distinguished in science
- Twenty-six percent (26%) of students scored proficient/distinguished in social studies
- Zero percent (0%) of students with IEPs scored proficient/distinguished in social studies
- Twenty-one percent (21%) of students scored proficient/distinguished in combined writing
- Zero percent (0%) of students with IEPs scored proficient/distinguished in combined writing

#### Fairview Middle School

##### Kentucky Summative Assessment data

- Twenty-five percent (25%) of students scored proficient/distinguished in reading
- Zero percent (0%) of students with IEPs scored proficient/distinguished in reading
- Seventeen percent (17%) of students scored proficient/distinguished in math
- Three percent (3%) of students with IEPs scored proficient/distinguished in math
- Thirteen percent (13%) of students scored proficient/distinguished in science
- Zero percent (0%) of students with IEPs scored proficient/distinguished in science
- Twelve percent (12%) of students scored proficient/distinguished in social studies
- Zero percent (0%) of students with IEPs scored proficient/distinguished in social studies
- Five percent (5%) of students scored proficient/distinguished in combined writing

- Zero percent (0%) of students scored proficient/distinguished in combined writing

## Fairview High School

### Kentucky Summative Assessment data

- Eighteen percent (18%) of students scored proficient/distinguished in math
- Two percent (2%) of students scored proficient/distinguished in science
- Zero percent (0%) of students with IEPs scored proficient/distinguished in science
- Thirty-eight (38%) of students scored proficient/distinguished in social studies
- Zero percent (0%) of students with IEPs scored proficient/distinguished in social studies
- Thirty-six (36%) of students scored proficient/distinguished in combined writing
- Zero percent (0%) of students scored proficient/distinguished in combined writing

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- At Fairview Elementary School, forty-three percent (43%) of students scored proficient/distinguished in reading
- At Fairview High School, thirty-eight percent (38%) of students with IEPs scored proficient/distinguished in reading.
- At Fairview High School, thirty-eight percent (38%) of students with IEPs scored proficient/distinguished in math.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

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

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

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



## KCWP 5: Design, Align and Deliver Support

## KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Through school and district analyzing of the Key Core Work Processes, it was determined that our focus as a district will be on KCWP 2, 4 and 6 for this school year. School and district leadership are working diligently to ensure that monitoring systems are being implemented in the areas of curriculum, instruction, and assessment. This implementation aligns with the school and district improvement priorities. Teaching of the standards will take place with new teachers with the New Teacher Cohort using the Teacher Clarity Playbook. To implement KCWP 2, a focus will be placed on ensuring students have understanding of their learning. To get there, school and district leadership must have a system to implement so that teachers are supported in this process. Furthermore, a focus will be placed upon ensuring Tier I instruction is occurring in each classroom daily. With KCWP 4, data analysis must be incorporated at both schools. FES has a strong implementation protocol for data analysis, while FMS/FHS does not. This is a priority for the school to work with teachers to create a protocol. With KCWP 6, the district will focus on assisting the schools in developing a strong character development program for students that promotes core ethical and performance values. This will help increase the overall learning culture and environment in the district.


### **ATTACHMENTS**

#### **Attachment Name**

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 Fairview District Key Elements

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Fairview District Key Elements	Fairview District Key Elements	• 7



2022-23 Phase Three: Comprehensive District Improvement  
Plan\_11282022\_09:49

2022-23 Phase Three: Comprehensive District Improvement Plan

**Fairview Independent**  
**Jackie Ridsen-smith**  
2100 Main St  
Ashland, Kentucky, 41102  
United States of America

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## 2022-23 Phase Three: Comprehensive District Improvement Plan

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

#### Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Our objectives have all changed due to the most recent Kentucky Summative Assessment results (from the 2021-22) school year. District and school leadership collaborated to determine 1 and 2 year objectives/goals for the improvement planning process. We also added a novice reduction goal as our optional Goal 8 at the district level, as well as the middle/high school. This will allow us to place an emphasis on reducing the large number of students scoring novice.

## ATTACHMENTS

### Attachment Name

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2022-23 Fisd CDIP

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by the Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

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

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

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

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

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

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

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.


**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

#### Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-23 FISD CDIP	2022-23 FISD CDIP	•



2022-23 Phase Three: The Superintendent Gap  
Assurance\_11282022\_09:48

2022-23 Phase Three: The Superintendent Gap Assurance

**Fairview Independent**  
**Jackie Ridsen-smith**  
2100 Main St  
Ashland, Kentucky, 41102  
United States of America



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## 2022-23 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

### Gap Target Assurance

As superintendent of the district, I hereby certify either:

○ No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**