2021-22 EES Phase One: Continuous Improvement Diagnostic for Districts_09222021_09:07

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

Erlanger-Elsmere Independent
Chad Molley
500 Graves Ave
Erlanger, Kentucky, 41018
United States of America

2021-22 Phase One: Continuous Improvement Diagnostic for Districts - 2021-22 EES Phase One: Continuous Improvement Diagnostic for Districts_09222021_09:07 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Districts - 2021-22 EES Phase One: Continuous Improvement Diagnostic for Districts_09222021_09:07 - Generated on 01/12/2022

Erlanger-Elsmere Independent

2021-22 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 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic 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
• Executive Summary for Districts
• The Superintendent Gap Assurance
• Professional Development Plan for Districts

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)
• 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

2021-22 Phase One: Continuous Improvement Diagnostic for Districts - 2021-22 EES Phase One: Continuous Improvement Diagnostic for Districts_09222021_09:07 - Generated on 01/12/2022

Erlanger-Elsmere Independent

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.
Chad D. Molley--9/22/21

2021-22 EES Phase Two: The Needs Assessment for Districts_10042021_11:54

2021-22 Phase Two: The Needs Assessment for Districts

Erlanger-Elsmere Independent
Chad Molley
500 Graves Ave
Erlanger, Kentucky, 41018
United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Districts - 2021-22 EES Phase Two: The Needs Assessment for Districts_10042021_11:54 - Generated on 01/12/2022

Erlanger-Elsmere Independent

2021-22 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.

Weekly District PLC Meetings that include the following personnel: Superintendent, Assistant Superintendent, Director of District-Wide Programs, Instructional Coordinator for Technology, Instructional Coordinator for Student Services, Director of Special Education, Director of Pupil Personnel, EL Program Coordinator, District Director of Athletics, Chief Information Officer, and Director of Finance. Additionally, Principal, Assistant Principal, Counselor, and Instructional Coach PLCs are conducted monthly. District PBIS (Positive Behavior Interventions and Supports) and MTSS (Multi-Tiered System of Supports) meetings are held quarterly and include the

2021-22 Phase Two: The Needs Assessment for Districts - 2021-22 EES Phase Two: The Needs Assessment for Districts_10042021_11:54 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Superintendent, Assistant Superintendent, Director of District-Wide Programs, Director of Pupil Personnel, PBIS Program Coordinator, Special Education Instructional Coach, and school PBIS Coaches. The district calendar contains the four required professional development days (PD) and an additional five professional learning community days (PLC) for the purpose of reviewing, analyzing, and applying data results. Agendas for these days are submitted to the Superintendent, Assistant Superintendent and the Director of District-Wide Programs for review and feedback/direction to the Principals. Site Based Decision Making (SBDM) councils operate in accordance with KRS and KAR.

ATTACHMENTS

Attachment Name

📄 Key Elements Template

Trends

2. 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 2019-20 to 288 in 2020-21.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

A trend that has continued to challenge our district for the last several years has been staff turnover. Whether due to retirements, personnel leaving the industry altogether, and/or lack of applicants into the industry, our district (like many in our region/state) has struggled to fully staff all of the positions we have allocated to various schools and departments. In '19/'20, our district experienced a 7% turnover rate in certified staff (16 certified staff that left our district, or took a new position in the district). We also had 11 new positions we added, yet could only fill 7 of them. In '20/'21, the trend became worse as we had a 16% turnover rate in certified staff (34 certified staff that left our district, or took a new position in the district). We attempted to add 4 new positions--only 1 of them was filled. Additionally, the impact of the COVID-19 pandemic is still very much making its presence felt in all aspects of our school community. Our students, and their families, have been impacted mightily by two years of interrupted school, work and socialization. Academically, our kids have taken a step backward when reviewing 20-21 KPREP data from Kentucky, as well as our own internal Measurements of Academic Progress (MAP) data. Both of these data sources indicate regression or plateauing

by our students, though that data cannot be relied upon solely due to inconsistencies in testing; student absences/quarantines/transition to home school environments; as well as numerous enrolled students NOT taking any of these assessments due to COVID-19 absences and family concerns. What can be derived from this academic data with certainty is that at all grades, our students have regressed, most notably in mathematics. Socially/emotionally, our schools have been tremendously impacted by a sharp uptick in significant emotional crises, significant behavior events, and general apathy toward the learning process. Our staff are having to work much harder to engage, motivate, and instruct our learners with ACEs (Adverse Childhood Experiences) as for the last two years, their lives have been turned upside down by this Pandemic. Though challenging, we do believe that our district and staff can right this ship--with a commitment to supporting and improving Tier I Instruction at all grade levels and providing instructional resources and support toward this Tier I instruction, in conjunction with having our students safely in school five days a week for in-person learning, we expect the academic and social/emotional growth of our students to begin trending positively as we navigate the '21/'22 school year.

ATTACHMENTS

Attachment Name

📄 Key Elements Template

Current State

3. 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 KPREP 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 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

2021-22 Phase Two: The Needs Assessment for Districts - 2021-22 EES Phase Two: The Needs Assessment for Districts_10042021_11:54 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Due to the COVID-19 Pandemic, the State of Kentucky significantly modified the reporting of state assessment data. At the elementary, middle and high school levels, the following data sets capture what was reportable from the Kentucky Department of Education for the '20/'21 academic year: ELEMENTARY SCHOOL The 'standard' the state of Kentucky has sought within each iteration of its assessment system is Proficiency. The following table captures the Percentage of students performing at either the Proficient or Distinguished (P/D %) level on the K-PREP assessments (grades 3--5). P/D% Reading Math Science Writing Arnett 20.4 9.8 Not Reported 40.9 Howell 27.3 21.6 7 Not Reported Lindeman 31.6 34.9 30.4 35.0 Miles 22.8 26.0 16.3 Not Reported STATE AVG. 39.5 31.4 25.1 39.8 MIDDLE SCHOOL The 'standard' the state of Kentucky has sought within each iteration of its assessment system is Proficiency. The following table captures the Percentage of students performing at either the Proficient or Distinguished (P/D %) level on the K-PREP assessments (grades 6--8). P/D% Reading Math Science Writing Tichenor 38.3 18.9 Not Reported 30.9 STATE AVG. 34.2 27.8 20.9 50.9 HIGH SCHOOL Kentucky has emphasized college and career readiness at the high school level, as evidenced through ACT score and graduation rate. In '20/'21, Lloyd Memorial and Bartlett Education Center convened three separate ACT windows in an effort to ensure all students, including those that missed the ACT in the spring of '20, had the opportunity to take this national assessment. 2021 EES District ACT Results District/ Lloyd* State Average Composite 17.2/17.3 18.0 English 16.3/16.5 17.1 Reading 17.7/18.0 18.5 Math 16.5/16.6 17.7 Science 17.6/17.8 18.3 2021 EES ACT Benchmark Results Kentucky has identified the following "benchmark" scores for college readiness: English--18; Reading--22; Math--22 % Students Meeting Kentucky ACT Benchmarks EES STATE English 37.6% 42.3% Reading 35.5% 39.9% Math 19.9% 29.9% 2021 Graduation Rate--Lloyd Memorial and Bartlett Education Center Lloyd District* State 4-Year Cohort 97.2% 95.9% 90.0% 5-Year Cohort 95.8% 95.1% 92.3% Combined 4/5 Year Cohort 96.5%--highest rate in last four years * Bartlett Education Center graduation rate cannot be reported due to n-group size

ATTACHMENTS

Attachment Name

📄 Key Elements Template

Priorities/Concerns

4. 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.

2021-22 Phase Two: The Needs Assessment for Districts - 2021-22 EES Phase Two: The Needs Assessment for Districts_10042021_11:54 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

As evidenced by the '20/'21 KDE reportable data noted in the Current State section above, aside from the Arnett Writing performance; the Lindeman Math and Science performance; the Tichenor Reading performance and the 4- and 5-year cohort graduation date from the district, our district performed below the state average in each of the assessment measurements provided. Experience of staff and support for their growth remains a priority for the district. Staff turnover was referenced in the Trends section above. Additionally, of the seven Principal positions in our district, three of them are first-year Principals for '21/'22. Transiency of staff has been an issue that our district deals with for several reasons; promotion of staff to administrative and other leadership positions within our schools and the district, the high concentration of schools and school districts in the Northern Kentucky region provide opportunities for staff to move for a variety of reasons, and meeting the needs of our diverse population of students and families within the Erlanger-Elsmere community requires a higher level of commitment and dedication; one that not all staff are equipped to provide. Some staff choose to seek employment in neighboring districts and schools for a variety of reasons; students with fewer needs/obstacles to their academic achievement, commute, or opportunities for promotion to name a few. We are a medium-sized district with seven schools, approximately 2500 students, and twenty-nine leadership positions (principals, assistant principals, counselors, instructional coaches) within those seven schools. Our students face many more challenges to their academic achievement and it requires dedication and commitment to our students, families, community, and knowledge and implementation of the best practices associated with teaching a diverse student population. That level of commitment and dedication is not easily attained or sustained; with a range of opportunities for employment in the region some staff choose other schools/districts to continue their professional journey. The current landscape regarding the future of KTRS and other retirement systems associated with public education has contributed to staff turnover (retirements and leaving the profession) and a shrinking pool of highly qualified teachers to hire.

ATTACHMENTS

Attachment Name

📄 Key Elements Template

Strengths/Leverages

2021-22 Phase Two: The Needs Assessment for Districts - 2021-22 EES Phase Two: The Needs Assessment for Districts_10042021_11:54 - Generated on 01/12/2022

Erlanger-Elsmere Independent

5. 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.

Despite the challenges to learning experienced the last two years, this district was able to increase its 4- and 5-year cohort graduation rates, which was extremely rare for any school district in northern Kentucky--in fact, there was no other district in our northern Kentucky region that experienced as high of an increase as we did. The commitment to providing whole child/whole family support absolutely is why these graduation rates were able to be attained. Our students and families leaned on this district not only to provide academic support, but food/housing security, emotional counseling, and interventions of every conceivable type. The students and families that have been in this district for years, as well as those that transferred in over the last two years were the beneficiaries of an incredibly dedicated group of educators committed to seeing our kids through to the graduation finish line.

ATTACHMENTS

Attachment Name

📄 Key Elements Template

Evaluate the Teaching and Learning Environment

6. 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.

2021-22 Phase Two: The Needs Assessment for Districts - 2021-22 EES Phase Two: The Needs Assessment for Districts_10042021_11:54 - Generated on 01/12/2022

Erlanger-Elsmere Independent

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.

See attached. 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. KCWP 2: Design and Deliver Instruction

ATTACHMENTS

Attachment Name

📄 Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements Template	KCWP Template	• 1 • 2 • 3 • 4 • 5 • 6

KCWP 1: Design and Deploy Standards

What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?

Annual SBDM review of the curriculum, instructional best practices, and review of data associated therein.
Ad Hoc committees to review the aforementioned data and practices.
District MTSS structure at each school.
District Pedagogical/Assessment Review Process involving all District/School Administrators.
KDE Phases (4) of the annual CSIP/CDIP processes.

KCWP 2: Design and Deliver Instruction

What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?

Annual SBDM review of the curriculum, instructional best practices, and review of data associated with.
Ad Hoc committees to review the aforementioned data and practices.
District Pedagogical/Assessment Review Process involving all District/School Administrators.
KDE Phases (4) of the annual CSIP/CDIP processes.

KCWP 3: Design and Deliver Assessment Literacy

What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?

Participation in district-wide norm referenced assessment through NWEA platform using MAPs.
Continued walkthrough and certified evaluations are also used to monitor, provide feedback, and help craft effective assessments for student learning.
District Pedagogical/Assessment Review Process involving all District/School Administrators.
KDE Phases (4) of the annual CSIP/CDIP processes.

KCWP 4: Review, Analyze and Apply Data

What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?

Participation in district-wide norm referenced assessment through NWEA platform using MAPs.
Continued walkthrough and certified evaluations are also used to monitor, provide feedback, and help craft effective assessments for student learning.
District MTSS structure at each school.
District Pedagogical/Assessment Review Process involving all District/School Administrators.
KDE Phases (4) of the annual CSIP/CDIP processes.

KCWP 5: Design, Align and Deliver Support

What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?

Ad Hoc committees to review MAPs data. Grade level PLCs to discuss grade level common assessments as well as MAPs data. ATMs to review individual data and make instructional choices for individual student growth.
District MTSS structure at each school.
District Pedagogical/Assessment Review Process involving all District/School Administrators.
KDE Phases (4) of the annual CSIP/CDIP processes.
Bi-Monthly PLCs of District/Building Admin.

KCWP 6: Establishing Learning Culture and Environment

What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?

Evidence based SEL practices, interventions, and programs at each school.
PBIS structure in place at each school.
District MTSS structure at each school.
Numerous school/district ad hocs focused on school climate that play off of the

standing District Teacher Leadership committee that meets monthly with Superintendent

2021-22 EES Phase Two: District Assurances_10042021_12:01

2021-22 Phase Two: District Assurances

Erlanger-Elsmere Independent
Chad Molley
500 Graves Ave
Erlanger, Kentucky, 41018
United States of America

2021-22 Phase Two: District Assurances - 2021-22 EES Phase Two: District Assurances_10042021_12:01 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Table of Contents

2021-22 Phase Two: District Assurances - 2021-22 EES Phase Two: District Assurances_10042021_12:01 - Generated on 01/12/2022

Erlanger-Elsmere Independent

2021-22 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2021-2022 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

All district assurances were verified, entered into the GMAP system, and approved by the District Funding Assurances Director at KDE on 6/10/21. They may all be accessed in the GMAP system for verification.

2021-22 Phase Two: District Assurances - 2021-22 EES Phase Two: District Assurances_10042021_12:01 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 EES Phase Three: Comprehensive District Improvement Plan_11092021_13:10

2021-22 Phase Three: Comprehensive District Improvement Plan

Erlanger-Elsmere Independent
Chad Molley
500 Graves Ave
Erlanger, Kentucky, 41018
United States of America

2021-22 Phase Three: Comprehensive District Improvement Plan - 2021-22 EES Phase Three: Comprehensive District Improvement

Plan_11092021_13:10 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Table of Contents

2021-22 Phase Three: Comprehensive District Improvement Plan - 2021-22 EES Phase Three: Comprehensive District Improvement Plan_11092021_13:10 - Generated on 01/12/2022

Erlanger-Elsmere Independent

2021-22 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.

See attached CDIP below

ATTACHMENTS
Attachment Name

📄 2021 2022 EES Comprehensive District Improvement Plan

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

2021-22 Phase Three: Comprehensive District Improvement Plan - 2021-22 EES Phase Three: Comprehensive District Improvement

Plan_11092021_13:10 - Generated on 01/12/2022

Erlanger-Elsmere Independent

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, Baldridge, 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 six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

2021-22 Phase Three: Comprehensive District Improvement Plan - 2021-22 EES Phase Three: Comprehensive District Improvement Plan_11092021_13:10 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2021 2022 EES Comprehensive District Improvement Plan	2021 2022 EES Comprehensive District Improvement Plan	•

2021-2022 Comprehensive Improvement Plan for the Erlanger-Elsmere Schools

1: Proficiency Goal

Goal 1: *Collaborate with school administration, staff, and SBDM to increase the percentage of students scoring proficient and distinguished in reading and math from their 2020-2021 levels as measured by state assessments.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	① Activities occur annually with a schedule of related activities leading to the culminating activity ② Activities occur either weekly or monthly ③ Quarterly meetings at the district level ④ Activities occur annually as part of the district budget process Responsible persons: Superintendent, Assistant Superintendent, Director of District-Wide Programs, Instructional Coordinator--Technology, Instructional Coordinator--Student Services, Director of Pupil Personnel, Director of Special Education, ELL Coordinator, Director of Finance, and Chief Information Officer in collaboration with school administration and staff.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school and district improvement process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	EES Instructional/Assessment Review Process/Walk-throughs--unique to each school's priority review document ①	Assessment data (district interim and state)	Progress monitored and reviewed annually for effectiveness	$0
		Development and implementation of District Professional Learning Plan for 2021-2022 ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)
		Standardize PLC agenda/internal review by Dir. of District-Wide Programs to ensure school improvement processes/standards for teaching are at the core of the work ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)

	Professional Learning Communities **(Connects to KCWP 5, 6)**	Administrative PLC's (Principal, Assistant, Principal, Counselor, Instructional Coach, District Administrators and Program Coordinators) ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$0
	Evaluation Process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	Implementation of Certified and Classified Evaluation Systems for Professional Growth ①	Assessment data (district interim and state), evaluation ratings	Reviewed annually by 50/50 Committee	$0
	Support for New Certified Staff **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	Development and implementation of a new teacher/administrator support program ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$5000.00
Implement a System of Student and Family Supports	Community Partnerships and District Services **(Connects to KCWP 6)**	Cultivate and maintain Community Partnerships in support of students and families (Early Learning, Health/Wellness, Social/Emotional Well-being, College and Career Readiness, 21st Century Community Learning Centers) ①	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed in accordance with grant or partnership agreement for effectiveness	$2,398,324.00
		Maintain District Services in support of families and students (Special Education, ELL, Health, Early Learning, FiT, FRYSC, other) ④	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed annually for effectiveness	$4,187,035.97
		Revision and implementation of Multi-Tiered System of Support (MTSS) which will include the CART (Community Alignment of Resources Tool) ①	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	
Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports **(Connects to KCWP 4, 5, 6)**	District PBIS Meetings under guidance of District PBIS Coach ③	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	$35,723.32
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey ①	TFI and SAS data analysis and trends	Progress monitored and reviewed annually for effectiveness	$0

2021-2022 Comprehensive Improvement Plan for the Erlanger-Elsmere Schools

2: Separate Academic Indicator

Goal 2: Collaborate with school administration, staff, and SBDM to increase the percentage of students scoring proficient and distinguished in science, social studies, and on-demand writing from their 2020-2021 levels as measured by state assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.
- 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	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	① Activities occur annually with a schedule of related activities leading to the culminating activity ② Activities occur either weekly or monthly ③ Quarterly meetings at the district level ④ Activities occur annually as part of the district budget process Responsible persons: Superintendent, Assistant Superintendent, Director of District-Wide Programs, Instructional Coordinator--Technology, Instructional Coordinator--Student Services, Director of Pupil Personnel, Director of Special Education, ELL Coordinator, Director of Finance, and Chief Information Officer in collaboration with school administration and staff.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school and district improvement process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	EES Instructional/Assessment Review Process/Walk-throughs--unique to each school's priority review document ①	Assessment data (district interim and state)	Progress monitored and reviewed annually for effectiveness	$0
		Development and implementation of District Professional Learning Plan for 2021-2022 ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)
		Standardize PLC agenda/internal review by Dir. of District-Wide Programs to ensure school improvement processes/standards for teaching are at the core of the work ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)

2021-2022 Comprehensive Improvement Plan for the Erlanger-Elsmere Schools

	Professional Learning Communities **(Connects to KCWP 5, 6)**	Administrative PLC's (Principal, Assistant, Principal, Counselor, Instructional Coach, District Administrators and Program Coordinators) ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$0
	Evaluation Process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	Implementation of Certified and Classified Evaluation Systems for Professional Growth ①	Assessment data (district interim and state), evaluation ratings	Reviewed annually by 50/50 Committee	$0
	Support for New Certified Staff **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	Development and implementation of a new teacher/administrator support program ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$5000.00
Implement a System of Student and Family Supports	Community Partnerships and District Services **(Connects to KCWP 6)**	Cultivate and maintain Community Partnerships in support of students and families (Early Learning, Health/Wellness, Social/Emotional Well-being, College and Career Readiness, 21st Century Community Learning Centers) ①	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed in accordance with grant or partnership agreement for effectiveness	$2,398,324.00
		Maintain District Services in support of families and students (Special Education, ELL, Health, Early Learning, FiT, FRYSC, other) ④	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed annually for effectiveness	$4,187,035.97
		Revision and implementation of Multi-Tiered System of Support (MTSS) which will include the CART (Community Alignment of Resources Tool) ①	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	
Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports **(Connects to KCWP 4, 5, 6)**	District PBIS Meetings under guidance of District PBIS Coach ③	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	$35,723.32
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey ①	TFI and SAS data analysis and trends	Progress monitored and reviewed annually for effectiveness	$0

2021-2022 Comprehensive Improvement Plan for the Erlanger-Elsmere Schools

3: Gap

Goal 3: *Collaborate with school administration, staff, and SBDM to increase the percentage of students scoring proficient and distinguished in reading and math from their 2020-2021 levels as measured by state assessments.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.
● 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	● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities	① Activities occur annually with a schedule of related activities leading to the culminating activity ② Activities occur either weekly or monthly ③ Quarterly meetings at the district level ④ Activities occur annually as part of the district budget process Responsible persons: Superintendent, Assistant Superintendent, Director of District-Wide Programs, Instructional Coordinator--Technology, Instructional Coordinator--Student Services, Director of Pupil Personnel, Director of Special Education, ELL Coordinator, Director of Finance, and Chief Information Officer in collaboration with school administration and staff.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school and district improvement process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	EES Instructional/Assessment Review Process/Walk-throughs--unique to each school's priority review document ①	Assessment data (district interim and state)	Progress monitored and reviewed annually for effectiveness	$0
		Development and implementation of District Professional Learning Plan for 2021-2022 ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)
		Standardize PLC agenda/internal review by Dir. of District-Wide Programs to ensure school improvement processes/standards for teaching are at the core of the work ①	Assessment data (district interim and state), evaluation ratings, Impact	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)

			Kentucky Working Conditions Survey results		
	Professional Learning Communities *(Connects to KCWP 5, 6)*	Administrative PLC's (Principal, Assistant, Principal, Counselor, Instructional Coach, District Administrators and Program Coordinators) ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$0
	Evaluation Process *(Connects to KCWP 1, 2, 3, 4, 5, 6)*	Implementation of Certified and Classified Evaluation Systems for Professional Growth ①	Assessment data (district interim and state), evaluation ratings	Reviewed annually by 50/50 Committee	$0
	Support for New Certified Staff *(Connects to KCWP 1, 2, 3, 4, 5, 6)*	Development and implementation of a new teacher/administrator support program ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$5000.00
Implement a System of Student and Family Supports	Community Partnerships and District Services *(Connects to KCWP 6)*	Cultivate and maintain Community Partnerships in support of students and families (Early Learning, Health/Wellness, Social/Emotional Well-being, College and Career Readiness, 21st Century Community Learning Centers) ①	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed in accordance with grant or partnership agreement for effectiveness	$2,398,324.00
		Maintain District Services in support of families and students (Special Education, ELL, Health, Early Learning, FiT, FRYSC, other) ④	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed annually for effectiveness	$4,187,035.97
		Revision and implementation of Multi-Tiered System of Support (MTSS) which will include the CART (Community Alignment of Resources Tool) ①	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	
Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports *(Connects to KCWP 4, 5, 6)*	District PBIS Meetings under guidance of District PBIS Coach ③	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	$35,723.32
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey ①	TFI and SAS data analysis and trends	Progress monitored and reviewed annually for effectiveness	$0

2021-2022 Comprehensive Improvement Plan for the Erlanger-Elsmere Schools

4: Graduation rate

Goal 4: *Collaborate with school administration, staff, and SBDM to increase the combined 4/5 year adjusted cohort graduation rate from its 2020-21 rate of 96.5% as measured by state indicators of graduation rate.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.
- 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	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	① Activities occur annually with a schedule of related activities leading to the culminating activity ② Activities occur either weekly or monthly ③ Quarterly meetings at the district level ④ Activities occur annually as part of the district budget process Responsible persons: Superintendent, Assistant Superintendent, Director of District-Wide Programs, Instructional Coordinator--Technology, Instructional Coordinator--Student Services, Director of Pupil Personnel, Director of Special Education, ELL Coordinator, Director of Finance, and Chief Information Officer in collaboration with school administration and staff.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school and district improvement process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	EES Instructional/Assessment Review Process/Walk-throughs--unique to each school's priority review document ①	Assessment data (district interim and state)	Progress monitored and reviewed annually for effectiveness	$0
		Development and implementation of District Professional Learning Plan for 2021-2022 ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)
		Standardize PLC agenda/internal review by Dir. of District-Wide Programs to ensure school improvement processes/standards for teaching are at the core of the work ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)

	Professional Learning Communities **(Connects to KCWP 5, 6)**	Administrative PLC's (Principal, Assistant, Principal, Counselor, Instructional Coach, District Administrators and Program Coordinators) ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$0
	Evaluation Process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	Implementation of Certified and Classified Evaluation Systems for Professional Growth ①	Assessment data (district interim and state), evaluation ratings	Reviewed annually by 50/50 Committee	$0
	Support for New Certified Staff **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	Development and implementation of a new teacher/administrator support program ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$5000.00
Implement a System of Student and Family Supports	Community Partnerships and District Services **(Connects to KCWP 6)**	Cultivate and maintain Community Partnerships in support of students and families (Early Learning, Health/Wellness, Social/Emotional Well-being, College and Career Readiness, 21st Century Community Learning Centers) ①	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed in accordance with grant or partnership agreement for effectiveness	$2,398,324.00
		Maintain District Services in support of families and students (Special Education, ELL, Health, Early Learning, FiT, FRYSC, other) ④	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed annually for effectiveness	$4,187,035.97
		Revision and implementation of Multi-Tiered System of Support (MTSS) which will include the CART (Community Alignment of Resources Tool) ①	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	
Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports **(Connects to KCWP 4, 5, 6)**	District PBIS Meetings under guidance of District PBIS Coach ③	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	$35,723.32
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey ①	TFI and SAS data analysis and trends	Progress monitored and reviewed annually for effectiveness	$0

2021-2022 Comprehensive Improvement Plan for the Erlanger-Elsmere Schools

5: Growth

Goal 5: Collaborate with elementary and middle school administration, staff, and SBDM to increase the percentage of students scoring proficient and distinguished in reading and math from their 2020-2021 levels as measured by state assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.
- 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	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	① Activities occur annually with a schedule of related activities leading to the culminating activity ② Activities occur either weekly or monthly ③ Quarterly meetings at the district level ④ Activities occur annually as part of the district budget process Responsible persons: Superintendent, Assistant Superintendent, Director of District-Wide Programs, Instructional Coordinator--Technology, Instructional Coordinator--Student Services, Director of Pupil Personnel, Director of Special Education, ELL Coordinator, Director of Finance, and Chief Information Officer in collaboration with school administration and staff.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school and district improvement process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	EES Instructional/Assessment Review Process/Walk-throughs--unique to each school's priority review document ①	Assessment data (district interim and state)	Progress monitored and reviewed annually for effectiveness	$0
		Development and implementation of District Professional Learning Plan for 2021-2022 ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)
		Standardize PLC agenda/internal review by Dir. of District-Wide Programs to ensure school improvement processes/standards for teaching are at the core of the work ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)

	Professional Learning Communities **(Connects to KCWP 5, 6)**	Administrative PLC's (Principal, Assistant, Principal, Counselor, Instructional Coach, District Administrators and Program Coordinators) ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$0
	Evaluation Process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	Implementation of Certified and Classified Evaluation Systems for Professional Growth ①	Assessment data (district interim and state), evaluation ratings	Reviewed annually by 50/50 Committee	$0
	Support for New Certified Staff **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	Development and implementation of a new teacher/administrator support program ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$5000.00
Implement a System of Student and Family Supports	Community Partnerships and District Services **(Connects to KCWP 6)**	Cultivate and maintain Community Partnerships in support of students and families (Early Learning, Health/Wellness, Social/Emotional Well-being, College and Career Readiness, 21st Century Community Learning Centers) ①	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed in accordance with grant or partnership agreement for effectiveness	$2,398,324.00
		Maintain District Services in support of families and students (Special Education, ELL, Health, Early Learning, FiT, FRYSC, other) ④	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed annually for effectiveness	$4,187,035.97
		Revision and implementation of Multi-Tiered System of Support (MTSS) which will include the CART (Community Alignment of Resources Tool) ①	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	
Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports **(Connects to KCWP 4, 5, 6)**	District PBIS Meetings under guidance of District PBIS Coach ③	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	$35,723.32
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey ①	TFI and SAS data analysis and trends	Progress monitored and reviewed annually for effectiveness	$0

2021-2022 Comprehensive Improvement Plan for the Erlanger-Elsmere Schools

6: Transition Readiness

Goal 6: *Collaborate with high school administration, staff, and SBDM to increase the high school transition readiness rate from its 2020-2021 level as measured by state indicators of high school transition readiness.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.
● 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	● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities	① Activities occur annually with a schedule of related activities leading to the culminating activity ② Activities occur either weekly or monthly ③ Quarterly meetings at the district level ④ Activities occur annually as part of the district budget process Responsible persons: Superintendent, Assistant Superintendent, Director of District-Wide Programs, Instructional Coordinator--Technology, Instructional Coordinator--Student Services, Director of Pupil Personnel, Director of Special Education, ELL Coordinator, Director of Finance, and Chief Information Officer in collaboration with school administration and staff.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school and district improvement process **(Connects to KCWP 1, 2, 3, 4, 5, 6)**	EES Instructional/Assessment Review Process/Walk-throughs--unique to each school's priority review document ①	Assessment data (district interim and state)	Progress monitored and reviewed annually for effectiveness	$0
		Development and implementation of District Professional Learning Plan for 2021-2022 ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)
		Standardize PLC agenda/internal review by Dir. of District-Wide Programs to ensure school improvement processes/standards for teaching are at the core of the work ①	Assessment data (district interim and state), evaluation ratings, Impact Kentucky Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	$0 (no funds were allocated to school districts for this purpose)

	Professional Learning Communities *(Connects to KCWP 5, 6)*	Administrative PLC's (Principal, Assistant, Principal, Counselor, Instructional Coach, District Administrators and Program Coordinators) ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$0
	Evaluation Process *(Connects to KCWP 1, 2, 3, 4, 5, 6)*	Implementation of Certified and Classified Evaluation Systems for Professional Growth ①	Assessment data (district interim and state), evaluation ratings	Reviewed annually by 50/50 Committee	$0
	Support for New Certified Staff *(Connects to KCWP 1, 2, 3, 4, 5, 6)*	Development and implementation of a new teacher/administrator support program ②	Assessment data (district interim and state), evaluation ratings	Progress monitored and reviewed annually for effectiveness	$5000.00
Implement a System of Student and Family Supports	Community Partnerships and District Services *(Connects to KCWP 6)*	Cultivate and maintain Community Partnerships in support of students and families (Early Learning, Health/Wellness, Social/Emotional Well-being, College and Career Readiness, 21st Century Community Learning Centers) ①	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed in accordance with grant or partnership agreement for effectiveness	$2,398,324.00
		Maintain District Services in support of families and students (Special Education, ELL, Health, Early Learning, FiT, FRYSC, other) ④	Assessment data (district interim and state), budget and district level allocations	Progress monitored and reviewed annually for effectiveness	$4,187,035.97
		Revision and implementation of Multi-Tiered System of Support (MTSS) which will include the CART (Community Alignment of Resources Tool) ①	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	
Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports *(Connects to KCWP 4, 5, 6)*	District PBIS Meetings under guidance of District PBIS Coach ③	Assessment data (district interim and state), district-wide and school behavior data	Progress monitored and reviewed annually for effectiveness	$35,723.32
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey ①	TFI and SAS data analysis and trends	Progress monitored and reviewed annually for effectiveness	$0

2021-22 EES Phase Three: Executive Summary for Districts_11092021_13:06

2021-22 Phase Three: Executive Summary for Districts

Erlanger-Elsmere Independent
Chad Molley
500 Graves Ave
Erlanger, Kentucky, 41018
United States of America

2021-22 Phase Three: Executive Summary for Districts - 2021-22 EES Phase Three: Executive Summary for Districts_11092021_13:06 -

Generated on 01/12/2022

Erlanger-Elsmere Independent

Table of Contents

2021-22 Phase Three: Executive Summary for Districts - 2021-22 EES Phase Three: Executive Summary for Districts_11092021_13:06 - Generated on 01/12/2022

Erlanger-Elsmere Independent

2021-22 Phase Three: Executive Summary for Districts

Description of the District

Describe the district'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 district serves?

See attachment below.

ATTACHMENTS

Attachment Name

📄 EES 21 22 Executive Summary

District's Purpose

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

See attachment below.

ATTACHMENTS

Attachment Name

📄 EES 21 22 Executive Summary

Notable Achievements and Areas of Improvement

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

See attachment below.

ATTACHMENTS

Attachment Name

📄 EES 21 22 Executive Summary

Additional Information

2021-22 Phase Three: Executive Summary for Districts - 2021-22 EES Phase Three: Executive Summary for Districts_11092021_13:06 -

Generated on 01/12/2022

Erlanger-Elsmere Independent

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

See attachment below.

ATTACHMENTS

Attachment Name

📄 EES 21 22 Executive Summary

Additional Information

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

See attachment below.

ATTACHMENTS

Attachment Name

📄 EES 21 22 Executive Summary

2021-22 Phase Three: Executive Summary for Districts - 2021-22 EES Phase Three: Executive Summary for Districts_11092021_13:06 -

Generated on 01/12/2022

Erlanger-Elsmere Independent

Attachment Summary

Attachment Name	Description	Associated Item(s)
![PDF] EES 21 22 Executive Summary	EES 21 22 Executive Summary	• • • • •

Description of the District
Describe the district 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 district serves?

The Erlanger-Elsmere School District serves the communities of Erlanger and Elsmere, two parallel cities in Northern Kentucky. The Erlanger-Elsmere Schools and surrounding neighborhoods enjoy a small-town, community-centered environment - yet have the benefits of a large city. Interstates 75 and 275 pass almost through the middle of the city of Erlanger. The distance from both communities to downtown Cincinnati is approximately eight miles, so the proximity with Cincinnati places both cities in the center ring of suburban communities in the Cincinnati Metropolitan area.

Our district consists of seven schools that include four elementary schools (P-5), one middle school (6-8), and one high school (9-12), as well as an alternative school (6-12): Arnett Elementary, Howell Elementary, Lindeman Elementary, Miles Elementary, Tichenor Middle School, Lloyd Memorial High School, and the Bartlett Educational Center. The district-wide preschool program is housed at Arnett Elementary School, with a secondary Early Learning Center housed at Lloyd Memorial High School, in collaboration with Children's, Inc.

Since we are a medium-sized community district with seven schools and approximately 2,500 students we have the luxury of being a district of optimal size for our students. Consequently, we are able to know all students by name and individualize their education according to their talents, interests and needs. Our staff members are dedicated, progressive, and informed. Our local communities of Erlanger and Elsmere are extremely supportive and involved in our schools.

Over 5% of our students are English Language Learner students. With a minority student population of 32%, 71% of our students qualifying for the free/reduced lunch program, and 12% meeting the federal definition of homeless we are privileged to serve a culturally diverse population of about 2,500 young people of varied socioeconomic backgrounds, providing instruction to meet the needs of all students.

Additionally, 14% of our students are receiving Special Education Services, and 8% of our students participate in our Gifted and Talented programs. Each passing year finds our student demographics evolving and changing, requiring continual examination and evaluation of our instructional delivery imperative, as we evolve to face those challenges and meet the needs of our students.

While serving this diverse student population, we emphasize the importance of providing equitable programs and opportunities for all. The district promotes multiculturalism and equity through initiatives focused on awareness and appreciation of diverse abilities, cultures, and traditions. All schools offer a wide variety of extra support services for students with special needs and students that are identified as English Language Learners, as well as those students with special gifts and talents. Annually, the district actively recruits minority certified staff by attending university job fairs and notifying college minority graduates of available positions.

Ninety-five percent of our teachers are fully certified in their field, with 67% holding a master's degree or higher. Based on the most recent data available (2018-2019) our average student teacher ratio is 15:1, with the average teaching experience of our faculty being 9.3 years. Seven percent of our teachers are certified by the National Board for Professional standards. Our teachers and staff are exceptionally

dedicated and well - equipped as they serve each of our students. Our devoted teachers and staff take the time to get to know each student, treat him or her as an individual, and work with every student to ensure success. Erlanger-Elsmere Independent Schools care about each student, and are deeply committed to each student's success. Our individualized approach to learning puts that care into action.

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

The purpose of the Erlanger-Elsmere School District is best defined through our Vision and Mission Statements: Our mission is to embrace and attend to the individual needs of our students, regardless of the obstacles. Meeting these challenges requires that our schools and our district cooperatively seek ways to continually grow and improve. We envision that the Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential. We hold high expectations for our students and our staff and work to maximize student learning and student achievement to ensure that every child is college and/or career ready.

Our district's innovation and diversity enable us to provide high quality learning opportunities for our students that involve obtaining 21st century learning skills which include; critical thinking, communication, collaboration and creativity. The innovation and student-focused leadership occurring in our schools provide a true advantage to our students. The added leadership and support from our dedicated Board of Education enable us to provide advanced placement classes, college dual-credit opportunities, and individualized learning to students. These are areas of great pride and success for our students and our district.

We recognize that a strong start ensures a successful future. Those first tentative steps into a preschool or kindergarten classroom may seem far removed from the confident steps across a graduation stage, but in the Erlanger-Elsmere Schools, we see the whole picture. We begin each student's educational pathway in preschool or Kindergarten with their high school graduation in mind, so by the time a child completes the twelfth grade, they are poised to successfully transition to college or career.

Beginning in preschool and continuing through high school, teachers use a variety of assessment tools and work with students to; set and evaluate academic goals; offer enrichment opportunities for students demonstrating high levels of mastery, and provide early interventions when goals aren't met. This approach is highly personal, taking each student's current level of learning and skills into account, and tailoring their educational experience to best meet his or her needs. We connect with students where they are, set attainable academic goals, and provide essential opportunities for all students to reach their highest potential.

Demonstrating an unwavering commitment to success, the teachers, staff, and administration of the Erlanger-Elsmere Schools are dedicated to ensuring success however it looks for each student, whether it's higher test scores, more challenging academic coursework, or inspiring supplemental activities. As noted below, we accomplish this through our focus on continuous evaluation and assessment; advanced coursework; extracurricular engagement; investment in technology; and personal attention:

CONTINUOUS EVALUATION AND ASSESSMENT - The Erlanger-Elsmere Schools use state-of-the-art international, national and state evaluation tools to monitor social/emotional needs, learning benchmarks and mastery of skills for each student.

ADVANCED COURSEWORK - Our schools offer accelerated, college-prep, advanced placement, and honors courses; high school courses are offered for our middle school students; and college courses for our high school students to challenge them at the highest levels.

EXTRACURRICULAR ENGAGEMENT - Erlanger-Elsmere Schools engage students with a wide range of co-curricular and community service activities - offered without fees - to extend learning beyond the classroom. Participation in activities including athletics, the arts, academics, leadership and service learning projects cultivate well-rounded students who take an active role in their community.

INVESTMENT IN TECHNOLOGY - New high-tech classrooms greet our students. Fully wireless Internet connects our students to the world. Computer-based teaching and access to virtual libraries, databases and learning resources ensure they gain knowledge critical to success in the 21st century.

The Erlanger-Elsmere School District provides a great place for students to learn and grow. We strive to do whatever it takes to ensure that all of our students are continuously progressing and learning. We enthusiastically look forward to the opportunities of continued partnership with our parents and our community in preparing our students for the future.

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

The Erlanger-Elsmere School District would like to thank the students, parents, teachers, staff members, community members, and Board of Education Members for their commitment to excellence.

In 2016 our state Unbridled Learning Assessment and Accountability results classified the Erlanger-Elsmere School District as a Distinguished School District. These results are an indication of the wonderful work that goes on daily in all of our schools. It also includes the many partnerships and relationships our schools have developed with our students, our parents, and our community. While we celebrate wonderful assessment results, we do not focus on our test scores; we keep the focus on our students.

This year, rather than focus on accountability, Erlanger-Elsmere Schools will evaluate the data, dig deep, and ask the tough questions about levels of achievement and whether achievement gaps are closing. Both areas will figure prominently in the new accountability system.

Erlanger-Elsmere Schools strives to do whatever it takes to help our students achieve success. We are very proud to serve our students, families, and communities. Our students are at the center of everything we do in the Erlanger-Elsmere School District. A revision of the District's Multi-tiered System of Support (MTSS) is underway and will incorporate work that has been undertaken to; support students and their families with the obstacles they face every day (poverty, homelessness, and medical needs, e.g.), continue efforts to implement Positive Behavior Interventions and Supports (PBIS) with fidelity for a safe and positive learning environment, provide academic, behavioral, and social/emotional

interventions to students that match their specific needs, and continuous improvement of Tier 1 instruction through planning and delivery.

All students bring their individual talents, beliefs, and areas for growth with them when they enter our schools. Our goal is to respect and assist ALL of them in developing their gifts while simultaneously helping them eliminate any learning gaps, expectation gaps, and opportunity gaps that may exist for them. We are so very proud of our students. They positively collaborate daily and demonstrate appreciation and respect for one another. They are watching all of us and through the respectful and authentic relationships we have with our parents, our community and within our schools they are seeing wonderful examples of how we should all appreciate and respect our differences.

In the end, we are all much more alike than we are different. As we prepare our students for the world outside of school we are thankful for our wonderful teachers, staff members, community members, and board of education members who show ALL students we value them and are here for them. We owe every student the opportunity to achieve the hopes and dreams that lie within their hearts. Those hopes and dreams are not measured by a specific assessment number, they are evident in the work our students do when they leave our schools and become successful, kind, and contributing members of our world.

A community's schools and its police are among its most vital entities. So, it just seems natural that the two work together and support each other. In Erlanger and Elsmere, the relationship between our school district and the police departments is strong and thriving. For nearly 30 years, Erlanger and Elsmere police have maintained an active presence in the district's schools. The alliance started with DARE programs and school resource officers (SROs) and has evolved over time.

Today, in addition to traditional support, the police work side-by-side with the district's teachers and staff to address concerns, build safety plans for the schools, improve emergency response times, and provide intense, hands-on, training to prepare staff in case the worst should happen. The relationship goes beyond all of that, too. It delves into how the police can engage with our schools to better assist our families.

There's just something special about Erlanger-Elsmere Schools! The people are friendly. The friendships are real. The support is tangible. This special feeling that stems from people caring about each other and their community could, perhaps, be what draws people back. Back to where they came from, back to Erlanger-Elsmere Schools.

Our school district typically has a high number of alumni among the ranks of its faculty and staff. And what a fantastic experience that provides. To know your teacher sang the same fight song you'll sing at Friday night's football game… To eat a lunch prepared by a neighbor who lives down the street…To know you're walking down the same halls your principal did when he was your age. That's a level of intergenerational involvement that only deepens the sense of community that has been and continues to be strong.

And it should certainly make today's parents feel good to know that those leaders, teachers, and staff feel so strongly about their own positive experience with Erlanger- Elsmere Schools that it's the place they have chosen to carry out their life's work. They can be assured their children are in caring hands.

Some things are the same. Many things have changed. One thing is clear: Erlanger and Elsmere are communities people very much like to come back to.

In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, and school staff will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of those next steps.

The model developed for Instructional Rounds is ongoing and blends aspects of several researched-based practices; Instructional Rounds, Data Analysis, and Logic Models. We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions, and begin development of their Problem of Practice for Instructional Rounds in the current year. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen minute classroom observations, and the Instructional Rounds Debrief Process. District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement. This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.

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

Additional information about the Erlanger-Elsmere School District, Lloyd Memorial High School, Tichenor Middle School, The Bartlett Educational Center, Arnett Elementary School, Howell Elementary School, Lindeman Elementary School, and Miles Elementary School can be found at http://www.erlanger.kyschools.us/.

Engage is the Erlanger-Elsmere School District's newsletter for residents of the school district. If you'd like to sign up for a free electronic version of the newsletter (whether you're a resident of the school district or not!) send your name and email address to: engage@erlanger.kyschools.us.

2021-22 EES Phase Three: The Superintendent Gap Assurance_11092021_13:01

2021-22 Phase Three: The Superintendent Gap Assurance

Erlanger-Elsmere Independent
Chad Molley
500 Graves Ave
Erlanger, Kentucky, 41018
United States of America

Table of Contents

2021-22 Phase Three: The Superintendent Gap Assurance - 2021-22 EES Phase Three: The Superintendent Gap Assurance_11092021_13:01 - Generated on 01/12/2022

Erlanger-Elsmere Independent

2021-22 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.**

2021-22 EES Phase Three: Professional Development Plan for Districts_11092021_13:04

2021-22 Phase Three: Professional Development Plan for Districts

Erlanger-Elsmere Independent
Chad Molley
500 Graves Ave
Erlanger, Kentucky, 41018
United States of America

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for

Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Table of Contents

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning.](#)

1. What is the district's mission?

It is the mission of the Erlanger-Elsmere Schools to embrace and attend to the individual needs of our students, regardless of the obstacles.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the district's **top two priorities** for professional development that support continuous improvement?

1. Experience of staff and support for their growth remains a priority for the district.
2. Core instruction development.

3. How do the identified **top two priorities** for professional development relate to district goals?

As a district, we have dealt with approximately 20% turnover of staff (both certified and classified) per year for the last couple of years. Recognizing the needs of our district require a higher level of commitment than perhaps exists in other districts, and noting how funding for the KTIP program has been cut by KDE/Legislative bodies, we have intentionally created a district mentoring program to support each new certified staff member in our district. The district provides stipends to mentor teachers for their work and requires both in-class/out of class hours of mentorship work to help develop our newest teachers to our district. Additionally we have three new principals in the district this year. We have created a layer of support from the district office for these individuals. Secondly, we have spent the last several years continuing to insulate the pipeline to address the whole child. This has been a focus in the realm of SEL. With these supports in place through our MTSS structure, we are refocusing our attention on core academic growth and have committed to an instructional vision.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Collaborate with school leadership and staff to provide professional learning experiences that meet the following objectives: *Foster the individual growth of educators and the collective growth of the district and schools *Are differentiated based on knowledge and skill level, content area, grade level, and/or specialty to maximize the impact for all *Will lead to school and district continuous improvement in stated academic, behavioral, and social-emotional goals *Include opportunities to improve teacher instruction for increased academic, behavioral, and social-emotional outcomes among students of achievement gap populations *Reinforce the district's commitment to the safety of students and staff

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

The more intentional we as a district are at growing and investing in our new staff, the more committed they should become to our mission of meeting the diverse needs of our students, regardless of their obstacles. The mission becomes a true belief within the hearts and souls of our staff, so their willingness to see our kids through whatever academic, emotional and/or behavioral challenges present becomes personal for them. And this willingness to meet our kids where they are should, in turn, positively impact the manner in which these staff learn to deliver and assess their content in a variety of ways. Our students should feel more loved and cared for, and as these emotional needs are met, their ability to learn content that is more rigorous improves.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

There should be less classroom disruptions as our students learn how to navigate challenging learning, challenging relationship situations, and increased emotional stress. There should be fewer classroom failures as our staff will learn how to support the whole child, regardless of their ability level or disability. There should be less teacher turnover as the supports our district and schools provide to these staff builds a connection between they and their school, thus forming a bond which won't break for more money, or less challenge in another school district.

4d. Who is the targeted audience for the professional development?

All stakeholders in the Erlanger Elsmere School Community.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All stakeholders of the Erlanger Elsmere School community.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Multiple resources will be needed at varying levels to meet the vast needs of all learners and those providing these variety of supports. Targeted professional developments based on the needs of the staffs at each building. Follow-up processes and procedures following each professional development to provide feedback, supports, and interventions based on the follow-up processes.

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Weekly District PLC Meetings that include the following personnel; Superintendent, Assistant Superintendent, Director of Special Education, Director of Pupil Personnel, EL Program Coordinator, District Director of Athletics, Chief Information Officer, Instructional Coordinator of Technology, Instructional Coordinator of Student Supports, Director of District-Wide Programs, Early Learning Program Coordinator and Director of Finance. Additionally, Principal, Assistant Principal, Counselor, and Instructional Coach PLCs are conducted bi-monthly. District MTSS PLCs are held monthly and include the Director of District-Wide Programs, Instructional Coordinator of Technology , PBIS Program Coordinator, Special Education Instructional Coach, and school PBIS Coaches. Bi-monthly PLCs with the three new Principals are conducted in order to provide specific guidance as it pertains to being the instructional leaders of their respective buildings. The district administrators will also be participating in the Cognitive Coaching Model of training to provide professional development in the area of growing the teachers and other staff members of the district. The district also participates in it's own instructional walkthrough process to help schools with gathering data related to their professional development focus and/or their problem of practice. The district calendar contains the four required professional development days (PD) and an additional five professional learning community days (PLC) for the purpose of reviewing, analyzing, and applying data results. Agendas for these days are submitted by Principals to the Superintendent, Assistant Superintendent, and Director of District-Wide Programs for review/feedback. Site Based Decision Making (SBDM) councils operate in accordance with KRS and KAR.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Professional development will be monitored through a common platform that requires submission and review of professional development plans to central office. Included in the professional development plans is a congruent learning target directed related to each schools CSIP and needs assessment. Also included in each professional development submission is the manner in which each professional development agenda will be followed up by building level administration.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

that need to occur in order to meet the goal.

Collaborate with school leadership and staff to provide professional learning experiences that meet the following objectives: *Foster the individual growth of educators and the collective growth of the district and schools *Are differentiated based on knowledge and skill level, content area, grade level, and/or specialty to maximize the impact for all *Will lead to school and district continuous improvement in stated academic, behavioral, and social-emotional goals *Include opportunities to improve teacher instruction for increased academic, behavioral, and social-emotional outcomes among students of achievement gap populations

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

For our educators, the intended result is that we build within our staff a broader/deeper ability to reach ALL students and scaffold supports to support their learning; that we trend away from a 'one-size fits all' delivery model and truly have every teacher look at his or her classroom as a collection of individual learners, as opposed to one class of similar learners. Students, then, stand to benefit from this approach to instruction from their teachers. Because of these efforts to scaffold, differentiate, and implement UDL (Universal Design for Learning) practices in their lesson planning, student outcomes will improve significantly both in the 'grade' a child earns to show mastery of learning as well as how they personally feel about their abilities to learn.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will include less behavior referrals in schools related to frustrations with learning and content; increases in student performance, both on teacher-delivered assignments and state assessments; improved Graduation Rates at both our A-1 High School and our A-5 Alternative School.

5d. Who is the targeted audience for the professional development?

All stakeholders of the Erlanger Elsmere School community.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All stakeholders of the Erlanger Elsmere School community.

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for

Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Multiple resources will be needed at varying levels to meet the vast needs of all learners and those providing these variety of supports. Included but not limited to a district dedication to support schools financially through ESSER funds to investigate and purchase HQIRs to implement their given curriculums.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Weekly District PLC Meetings that include the following personnel; Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, EL Program Coordinator, District Director of Athletics, Chief Information Officer, Instructional Coordinator of Technology, Instructional Coordinator of Student Supports, Director of District-Wide Programs, Early Learning Program Coordinator and Director of Finance. Additionally, Principal, Assistant Principal, Counselor, and Instructional Coach PLC's are conducted bi-monthly. District MTSS PLCs are held monthly and include the Director of District-Wide Programs, Instructional Coordinator of Technology , PBIS Program Coordinator, Special Education Instructional Coach, and school PBIS Coaches. Bi-monthly PLC with the three new principals are conducted in order to provide specific guidance as it pertains to being the instructional leaders of their respective buildings. The district also participates in it's own instructional walkthrough process to help schools with gathering data related to their professional development focus and/or their problem of practice. The district administrators will also be participating in the Cognitive Coaching Model of training to provide professional development in the area of growing the teachers and other staff members of the district. The district calendar contains the four required professional development days (PD) and an additional five professional learning community days (PLC) for the purpose of reviewing, analyzing, and applying data results. Agendas for these days are submitted to the Superintendent and Assistant Superintendent for review by the Principals. Site Based Decision Making (SBDM) councils operate in accordance with KRS and KAR.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Professional development will be monitored through a common platform that requires submission and review of professional development plans to central office. Included in the professional development plans is a congruent learning target directed related to each schools CSIP and needs assessment. Also included in each professional development submission is the manner in which each professional development agenda will be followed up by building level administration.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 EES Phase Three: Professional Development Plan for Districts_11092021_13:04 - Generated on 01/12/2022

Erlanger-Elsmere Independent

Attachment Summary

Attachment Name	Description	Associated Item(s)