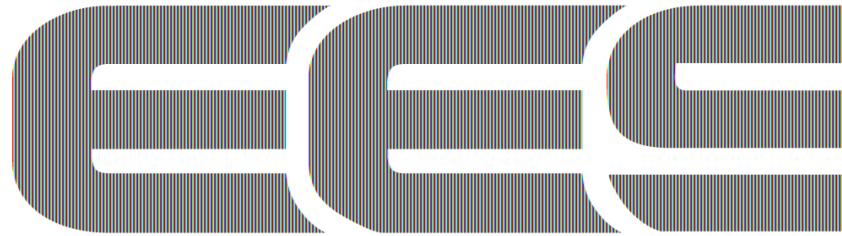
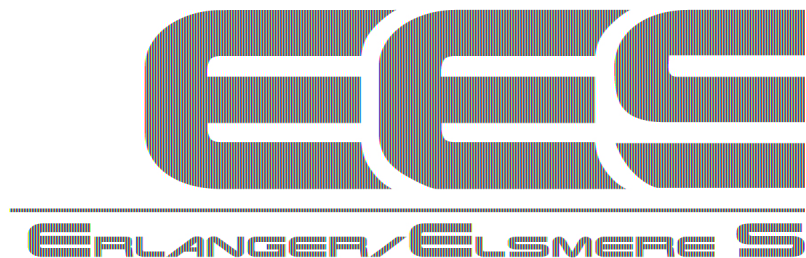


**2021/2022 Comprehensive District Improvement
Plan (CDIP)
Erlanger/Elsmere Independent Schools**



ERLANGER/ELSMERE S



- Recall our October BOE conversation on the '20'21 Assessment results—one of the many large data points we use to begin work towards CDIP/CSIPs in our district
- All School Report Cards can be accessed on our district website (www.erlanger.kyschools.us).

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%

	<u>Reading</u>	<u>Math</u>	<u>Science</u>	<u>Writing</u>
Arnett	20.4	9.8	<i>Not Reported</i>	40.9
Howell	27.3	21.6	7	<i>Not Reported</i>
Lindeman	31.6	34.9	30.4	35.0
Miles	22.8	26.0	16.3	<i>Not Reported</i>
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%

	<u>Reading</u>	<u>Math</u>	<u>Science</u>	<u>Writing</u>
Tichenor	38.3	18.9	<i>Not Reported</i>	30.9
<i>STATE AVG.</i>	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

Next Steps

Curriculum and Instruction Focus Statement

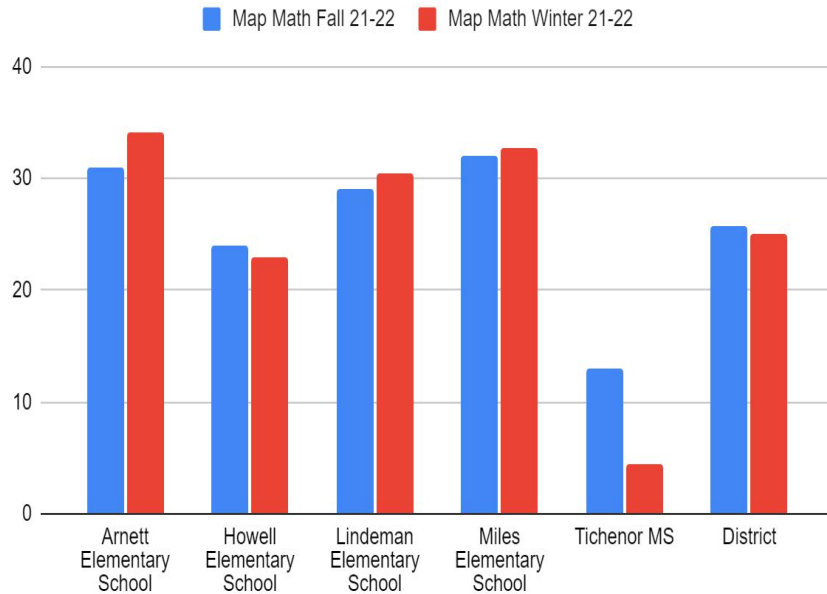
Instructionally, our district will provide a rigorous, engaging, culturally responsive, standards-based learning experience for all students through intentionally-planned instruction and assessments which set high expectations for all learners. To fulfill our district vision and mission, we will provide the appropriate wrap-around support and extension opportunities while integrating current technology to enhance these learning experiences.

- Support Tier 1 Instruction--what is that, and how do we support?
 - CARES Act Purchases throughout our district
 - Total spent to date: > \$344K
 - New Curriculum, materials to support Tier 1 instruction
- Educational Resource/Professional Development Spending--ESSR Monies
 - Administrative Cognitive Coaching--began Jan. 27
- Intelligent Classrooms--Howell Completely finished; TMS @ 100% complete; Bartlett and Lloyd next
 - Teacher testimonials/Deters-Stubblefield impact--@ \$1.5 million commitment by EES
- Mentorship and support for three new Principals/New Staff
 - Monthly meetings with our three new Principals; established mentorships with new staff in each building
- Modification of building-level PLC plans--consistent in their efforts to address CSIP goals and student academic deficiencies
 - Universal format-aligned with CSIPs as well as best practice for HQPD
- Continue, with intent and fidelity, the student support services that have proven so vitally important to our students over the last 18 months--the first two months of school have solidified our belief in these wrap-around services--our students and families have suffered greatly. Now, more than ever, they need us.
 - Be Concerned, United Way, Housing Authority of NKY, United Christian Volunteers, Erlanger Lions, Cabinet for Health and Family Services, Benefind, KY Career Center, Butler Foundation, St. Vincent DePaul, NK Extension Office, YSC/FRYSCs, Kenton County Court system, Life Learning Center, E3C, KC Public Library, Legal Aid, SUN Behavioral, Brighton Center, Lighthouse, NorthKey, Greater Cincinnati Behavioral Health, Forward Focus, CHNK

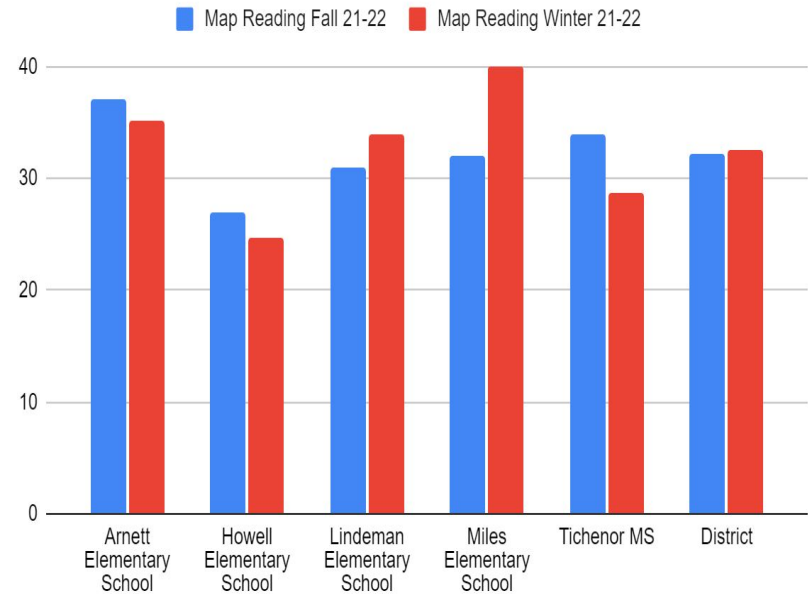
- Understand the Long Game--no program or approach is going to remediate the interrupted learning that has occurred. Our district data has supported for years that *if* we keep students in our schools, they do grow over time. As such, the mitigation strategies that are in place to support in-person, five day a week instruction is vital. If we have our kids in seats in front of us, we will recoup their social, emotional and academic losses over time
 - Many districts around us have been forced to close for period of time or go virtual as a reaction to the pandemic. We have been able to consistently offer in-person instruction five days a week--this has been a herculean task on the part of our entire EES team. We are seeing how beneficial five days a week instruction is:
 - Academics, Social-Emotional, Special populations (Chris Klosinski-ARC conversations, the impact of daily 'school' for our Spec. Ed/PREK populations; parent testimonials)
- Modify the District/School collaborative process of pedagogical/assessment practices in our district's schools--formerly *Instructional Rounds*
 - We have created this process--Arnett Elementary will be the demonstration site for our new process--Michael Goodenough, Dr. Susan Short
- Continued use/expectations of the MAP (Measurement of Academic Progress) protocols and response to results
 - Winter Results/trends--Michael Goodenough

Current MAPs for this year. % of Proficiency

Map Math Fall 21-22 vs. Winter 21-22



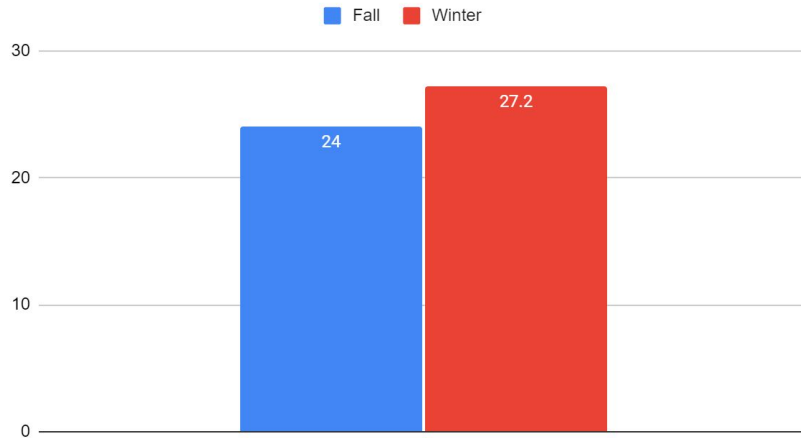
Map Reading Fall 21-22 vs. Winter 21-22



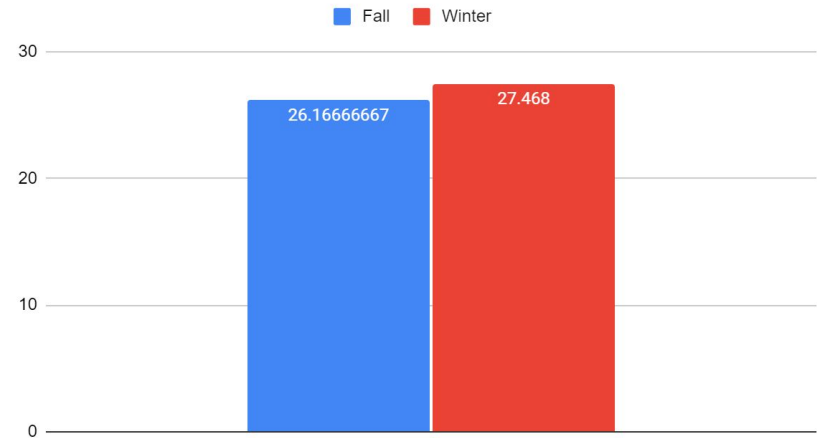
EES compared to the rest of the state in Math

Math Proficiency is above the state average

NWEA State-wide Data



EES Data



CSIP-TRENDS

“A trend that has continued to challenge our district for the last several years has been **staff turnover**. **Mr. Molley is working toward addressing one of these issues**. 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.”**

Video Resources of Intelligent Classroom

Resources for your viewing pleasure of the Intelligent Classroom in action.

[Howell Elementary School](#)

[Tichenor Middle School](#)

[Tichenor Middle School](#)

Feedback from 2nd Grade Teacher Erin Baumann at Dorothy Howell Elementary:

“I apologize I couldn't attend today to share this information personally. I along with my second graders have really enjoyed the technology improvements that were recently made in our classroom! The microphone was at first an excellent addition to amplify my voice while wearing my mask, however it was also an added fun feature that my students enjoyed as they listened to me on a louder level. The Chrome box set up is so compact that it does not add much clutter to my desk and the ability to use the keyboards and mouse from anywhere in my room has been a great adaptation as I can move more flexibly around our classroom. I personally love the updated technology for the great speed and ability to provide so much in the technology world within just a few seconds! It has truly helped teach my kids that technology will continuously be changing, and as we grow and learn at school, their teacher, even in the adult world is still learning new things as well!”