

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among 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). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Goal 1(State your reading and math goal.): To directly align with our district strategic plan, by October of 2027, Elizabethtown Independent Schools will have increased proficiency by 20% in every content area across every grade level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in reading across every grade span. By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in math across every grade span.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Station Teaching/Co-Teaching/Parallel Teaching: The district will develop a short and long range plan for implementing these instructional models across the district and provide ongoing professional development, resources, staffing, etc.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataTeacher FeedbackEIS Walk Through Data	Responsible Person(s): Director of Special Education (C. Brown) & Assistant Superintendent of Student Learning (C. Goff), and school administration.	Title II, CEIS, ESSER <ul style="list-style-type: none">22/2323/24
		Kagan Cooperative Learning: The district will provide Day3 and 4 of Kagan Cooperative Learning training and follow-up implementation coaching for all certified staff as well as resources needed to support implementation.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataCoaching schedules and agendasPD sign in sheetsEIS Walk Through Data	Responsible Person(s): Assistant Superintendent of Student Learning (C. Goff) <ul style="list-style-type: none">Day 3 PD ElementaryDay 4 PD Middle/HighCoaching and Feedback	CEIS, Title II, Title I <ul style="list-style-type: none">22/2323/24
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, Deliver Support Processes	High Quality Instructional Resource Selection and Implementation: The district will work with teacher and PLC teams across the district to identify high quality instructional materials and resources to use in every classroom in EIS.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataCoaching schedules and agendasEIS Walk Through Data	Responsible Person(s): Assistant Superintendent of Student Learning (C. Goff) and school administration.	ESSER
		Vocabulary Instruction: The district will support schools in establishing a process to identify essential curricula vocabulary in conjunction with the selection of HQIR's across every content area.	<ul style="list-style-type: none">CASE, STAR, KPREP, ACT dataformative assessment dataEIS Walk Through DataCurriculum Documents	Responsible Person: Assistant Superintendent of Student Learning (C. Goff) <ul style="list-style-type: none">provide resources for schoolsprovide PD opportunities for staff	Title II, Title I, ESSER <ul style="list-style-type: none">22/2323/24
		Balanced Literacy Plan: The district will develop and implement a balanced literacy plan that spans across K-5 schools which focuses on 5 key literacy components (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) and extends to 6-12 school as	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataPA, BSOG, and fluency assessment tracking dataEIS Walk Through DataCoaching schedules and agendas	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), and school administration <ul style="list-style-type: none">Walk Through DataAssessment Data	CEIS, Title I, Title II, ESSER <ul style="list-style-type: none">22/2323/2424/25

Goal 1 (State your reading and math goal.): To directly align with our district strategic plan, by October of 2027, Elizabethtown Independent Schools will have increased proficiency by 20% in every content area across every grade level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		appropriate as well as a K-12 Comprehensive Reading/Writing across the curriculum plan.	<ul style="list-style-type: none">• PD sign in sheets• Curriculum Documents		
		Reading and Math District Common Assessments: The district will use CASE common benchmark assessments three times per year and navigation bank items for formative assessments in middle and high school in math and reading. K-5 will use common Heggerty Phonemic Awareness Assessments and BSOG Phonics Assessments and track ongoing progress as well as STAR benchmark assessments.	<ul style="list-style-type: none">• CASE benchmark results• formative assessment data• PA, BSOG, and fluency assessment tracking data• EIS Walk Through Data• CASE PD sign in sheets and feedback	Responsible Person: Assistant Superintendent of Student Learning (C. Goff) and school administration <ul style="list-style-type: none">• CASE fall, winter, spring• PA/BSOG ongoing assessment tracking• CASE PD sessions	Title I, ESSER <ul style="list-style-type: none">• 22/23• 23/24
		Math Content & Small Group Instruction PD: The district will work with our local GRREC Co-op as well as other Math Education Consultants to offer professional learning opportunities for our teachers.	<ul style="list-style-type: none">• CASE, STAR, KPREP data• formative assessment data• PD sign in sheets• EIS Walk Through Data• teacher feedback• Curriculum Documents	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), and school administration <ul style="list-style-type: none">• Walk Through Data• Assessment data• teacher and admin feedback	Title I, Title II, ESSER, CEIS <ul style="list-style-type: none">• 22/23• 23/24

Goal 2 (State your science, social studies, and writing goal.): To directly align with our district strategic plan, by October of 2027, Elizabethtown Independent Schools will have increased proficiency by 20% in every content area across every grade level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in science across every grade span. By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in social studies across every grade span. By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in writing across every grade span.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Station Teaching/Co-Teaching/Parallel Teaching: The district will develop a short and long range plan for implementing these instructional models across the district and provide ongoing professional development, resources, staffing, etc.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataTeacher FeedbackEIS Walk Through Data	Responsible Person(s): Director of Special Education (C. Brown) & Assistant Superintendent of Student Learning (C. Goff), and school administration.	Title II, CEIS, ESSER <ul style="list-style-type: none">22/2323/24
		Kagan Cooperative Learning: The district will provide Day3 and 4 of Kagan Cooperative Learning training and follow-up implementation coaching for all certified staff as well as resources needed to support implementation.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataCoaching schedules and agendasPD sign in sheetsEIS Walk Through Data	Responsible Person(s): Assistant Superintendent of Student Learning (C. Goff) <ul style="list-style-type: none">Day 3 PD ElementaryDay 4 PD Middle/HighCoaching and Feedback	CEIS, Title II, Title I <ul style="list-style-type: none">22/2323/24
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, Deliver Support Processes	High Quality Instructional Resource Selection and Implementation: The district will work with teacher and PLC teams across the district to identify high quality instructional materials and resources to use in every classroom in EIS.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataCoaching schedules and agendasEIS Walk Through Data	Responsible Person(s): Assistant Superintendent of Student Learning (C. Goff) and school administration.	ESSER
		Vocabulary Instruction: The district will support schools in establishing a process to identify essential curricula vocabulary in conjunction with the selection of HQIR's across every content area.	<ul style="list-style-type: none">CASE, STAR, KPREP, ACT dataformative assessment dataEIS Walk Through DataCurriculum Documents	Responsible Person: Assistant Superintendent of Student Learning (C. Goff) <ul style="list-style-type: none">provide resources for schoolsprovide PD opportunities for staff	Title II, Title I, ESSER <ul style="list-style-type: none">22/2323/24
		Balanced Literacy Plan: The district will develop and implement a balanced literacy plan that spans across K-5 schools which focuses on 5 key literacy components (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) and extends to 6-12 school as appropriate as well as a K-12 Comprehensive Reading/Writing across the curriculum plan.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataPA, BSOG, and fluency assessment tracking dataEIS Walk Through DataCoaching schedules and agendasPD sign in sheetsCurriculum Documents	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), and school administration <ul style="list-style-type: none">Walk Through DataAssessment Data	CEIS, Title I, Title II, ESSER <ul style="list-style-type: none">22/2323/2424/25

Goal 2 (State your science, social studies, and writing goal.): To directly align with our district strategic plan, by October of 2027, Elizabethtown Independent Schools will have increased proficiency by 20% in every content area across every grade level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Science and Social Studies District Common Assessments: The district will use CASE common benchmark assessments three times per year and navigation bank items for formative assessments in middle and high school in math and reading. K-5 will use common Heggerty Phonemic Awareness Assessments and BSOG Phonics Assessments and track ongoing progress as well as STAR benchmark assessments.	<ul style="list-style-type: none">• CASE benchmark results• formative assessment data• PA, BSOG, and fluency assessment tracking data• EIS Walk Through Data• CASE PD sign in sheets and feedback	Responsible Person: Assistant Superintendent of Student Learning (C. Goff) and school administration <ul style="list-style-type: none">• CASE fall, winter, spring• PA/BSOG ongoing assessment tracking• CASE PD sessions	Title I, ESSER <ul style="list-style-type: none">• 22/23• 23/24

Updated May 2022

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, the Reading and Math achievement gap between each demographic group and its applicable reference group in each Elizabethtown Independent School district school will decrease so that the percent of students scoring Novice, Apprentice, and Proficient/Distinguished will be as follows: 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished for Special Education students; 20% Novice, 30% Apprentice, and 50% Proficient/Distinguished for African American and Free/Reduced students .	KCWP 1: Design and Deploy Standards	Station Teaching/Co-Teaching/Parallel Teaching: The district will develop a short and long range plan for implementing these instructional models across the district and provide ongoing professional development, resources, staffing, etc.	<ul style="list-style-type: none"> CASE, STAR, KPREP data formative assessment data RtB/PBIS data Teacher Feedback EIS Walk Through Data 	Responsible Person(s): Director of Special Education (C. Brown) & Assistant Superintendent for Student Learning (C. Goff), and school administration.	Title II, CEIS, ESSER <ul style="list-style-type: none"> 22/23 23/24
	KCWP 2: Design and Deliver Instruction	Kagan Cooperative Learning: The district will provide Day3 and 4 of Kagan Cooperative Learning training and follow-up implementation coaching for all certified staff as well as resources needed to support implementation.	<ul style="list-style-type: none"> CASE, STAR, KPREP data formative assessment data RtB/PBIS data Coaching schedules and agendas PD sign in sheets EIS Walk Through Data 	Responsible Person(s): Assistant Superintendent of Student Learning (C. Goff) <ul style="list-style-type: none"> Day 3 PD Elementary Day 4 PD Middle/High Coaching and Feedback 	CEIS, Title II, Title I <ul style="list-style-type: none"> 22/23 23/24
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 4: Review, Analyze and Apply Data	High Quality Instructional Resource Selection and Implementation: The district will work with teacher and PLC teams across the district to identify high quality instructional materials and resources to use in every classroom in EIS.	<ul style="list-style-type: none"> CASE, STAR, KPREP data formative assessment data RtB/PBIS data Coaching schedules and agendas EIS Walk Through Data 	<ul style="list-style-type: none"> Responsible Person(s): Assistant Superintendent of Student Learning (C. Goff) and school administration. 	<ul style="list-style-type: none"> ESSER
	KCWP 5: Design, Align, Deliver Support Processes	Vocabulary Instruction: The district will support schools in establishing a process to identify essential curricula vocabulary in conjunction with the selection of HQIR's across every content area.	<ul style="list-style-type: none"> CASE, STAR, KPREP, ACT data formative assessment data EIS Walk Through Data Curriculum Documents 	Responsible Person: Assistant Superintendent of Student Learning (C. Goff) <ul style="list-style-type: none"> provide resources for schools provide PD opportunities for staff 	Title II, Title I, ESSER <ul style="list-style-type: none"> 22/23 23/24
	KCWP 6: Establish Learning Culture and Environment	Balanced Literacy Plan: The district will develop and implement a balanced literacy plan that spans across K-5 schools which focuses on 5 key literacy components (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) and extends to 6-12 school as appropriate as well as a K-12 Comprehensive Reading/Writing across the curriculum plan.	<ul style="list-style-type: none"> CASE, STAR, KPREP data formative assessment data PA, BSOG, and fluency assessment tracking data EIS Walk Through Data Coaching schedules and agendas PD sign in sheets Curriculum Documents 	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), and school administration <ul style="list-style-type: none"> Walk Through Data Assessment Data 	CEIS, Title I, Title II, ESSER <ul style="list-style-type: none"> 22/23 23/24 24/25

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Project Prevent: The district will continue to participate in GRREC's Project Prevent program. The purpose of this program is to provide services and interventions to students based on their social/emotional/behavioral needs. Within this program EIS is given support and resources from GRREC to be able review and analyze student and district data to improve our MTSS.	<ul style="list-style-type: none"> SEL and behavior data IC data RTB data PBIS data MTSS data attendance data SRSS behavior screener data RtL data, STAR 	Responsible Person: Director of Special Education (C. Brown), District Therapist (M. Burnett), Assistant Superintendent of Student Learning (C. Goff), school administration, RtL teams, RtB teams, PBIS teams, Behavior Interventionists, School Counselors <ul style="list-style-type: none"> multiple data measures (see column to the left) 	Project Prevent Grant Funds, State Funds, CCEIS, Title IV <ul style="list-style-type: none"> 22/23 23/24 24/25
		Response to Behavior (RtB) and PBIS: The District Director of Special Education will assist each school in revisiting and reviewing their current PBIS procedures and data on an ongoing basis and facilitating monthly RTB meetings to review school and individual student data and implement appropriate tier 2 and 3 services.	<ul style="list-style-type: none"> SEL and behavior data IC data RTB data PBIS data MTSS data attendance data SRSS behavior screener data RtL data, STAR 	Responsible Person: Director of Special Education (C. Brown), District Therapist (M. Burnett), Director of Student Services (T. Gay), Co-CCEIS Coordinator (T. Kerr), Assistant Superintendent of Student Learning (C. Goff), school administration, District School Psychologist (L. Wilson), RtL teams, RtB teams, PBIS teams, Behavior Interventionists, School Counselors <ul style="list-style-type: none"> multiple data measures (see column to the left) 	CCEIS, Title IV, Title II <ul style="list-style-type: none"> 22/23 23/24
		Diversity in the Curriculum: The district will intentionally diversify the Social Studies curriculum to reflect increased emphasis on diversity throughout the year and support schools and teachers with the purchase of accompanying resources and materials for classrooms and for the school library.	<ul style="list-style-type: none"> SS Curriculum and unit plans Library book inventory Classroom library inventory Equity team feedback 	Responsible Person: Superintendent (K. Bush), Assistant Superintendent of Student Learning (C. Goff), and C. Brown (Director of Special Education) <ul style="list-style-type: none"> SS Curriculum Equity Plan & team feedback Library and Classroom book inventories stakeholder surveys 	Title I, Title IV, ESSER, CCEIS <ul style="list-style-type: none"> 22/23 23/24
		EIS Equity Plan: The district will continue to implement, review, and revise the EIS Equity plan in collaboration with the Equity team (Stakeholders are: teachers, classified staff, parents, students, administration, and community members).	<ul style="list-style-type: none"> Equity Plan Meeting Agendas attendance and participation Community partnerships surveys and feedback 	Responsible Person: Superintendent (K. Bush), Assistant Superintendent of Student Learning (C. Goff), and C. Brown (Director of Special Education), stakeholder groups (parents, students, certified and classified staff, administration, and community members) <ul style="list-style-type: none"> implementation and actions of the equity plan surveys and feedback 	ESSER, Title IV, EEF grant funds <ul style="list-style-type: none"> 22/23 23/24
		Summer School and Summer Reading Program: The district will continue to implement a summer school program for K-12 students and a summer reading program for K-8th students in order to	<ul style="list-style-type: none"> Summer Reading Program plans Summer School Program plan CASE, STAR, KPREP data 	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), School Coordinators, Library Media Specialists, and school administration <ul style="list-style-type: none"> program attendance and participation data 	Title I, Title IV, ESSER, CCEIS <ul style="list-style-type: none"> 22/23 23/24

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		reduce summer regression and provide enrichment opportunities for students. District Administration, School Administration, School Coordinators, and Library Media Specialists will determine, plan, lead, and implement summer events and programs.	<ul style="list-style-type: none"> formative assessment data program attendance and participation data Community partnerships 	<ul style="list-style-type: none"> Community partnerships stakeholder surveys 	
		Response to Attendance (RtA) and Chronic Absenteeism Plan: The Superintendent of Student Services will develop, implement, and monitor a comprehensive plan for decreasing student absences and chronic absenteeism across the district.	<ul style="list-style-type: none"> RTA plan and process RTA progress monitoring IC attendance data reports graduation rate academic data behavior data 	Responsible Person: Director of Student Services (C. Goff) & Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), FRCs, and school administration <ul style="list-style-type: none"> RTA plan and process IC attendance and data reports 	Title IV, FRC <ul style="list-style-type: none"> 22/23 23/24
		Eliminating Educational Barriers : The district will work with the Equity Team, Family Resource Center, Director of Special Education, Homeless Liaison, and Title I Coordinator to better identify and assist in eliminating educational barriers and providing basic needs for student success.	<ul style="list-style-type: none"> RTA, RTL, RTB data graduation rate parent engagement surveys student surveys and feedback 	Responsible Person: Director of Student Services (T. Gay) & Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), FRCs, and school administration <ul style="list-style-type: none"> RTA, RTL, RTB data graduation rate parent engagement surveys student surveys and feedback 	FRC, Title I, Title IV, IDEA funds <ul style="list-style-type: none"> 22/23 23/24
		Educational Enhancement Field Trip Experiences for K-8: School and District Administration will work with teachers in grade level PLCs to develop a plan for annual grade level academic field trips in order to provide varied and consistent experiences outside of the school environment that enhance the education for our students aligned to the standards and curriculum. We will also work to form sustainable community partnerships to fund these annual field trips after ESSER funds are exhausted.	<ul style="list-style-type: none"> K-8 Educational Enhancement Field Trip Plan Community Partnerships teacher feedback 	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), school administration, and grade level PLCs <ul style="list-style-type: none"> K-8 Educational Enhancement Field Trip Plan Community Partnerships teacher feedback 	Title IV, ESSER, Community Partnership funds <ul style="list-style-type: none"> 22/23 23/24 24/25

4: English Learner Progress

Goal 4 (State your English learner goal.): Every English Language Learner student (100%) will improve at least one level on the ACCESS test each school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By January 2024, every English Language Learner will improve one level on the ACCESS test.	KCWP 1: Design and Deploy Standards	Station Teaching/Co-Teaching/Parallel Teaching: The district will develop a short and long range plan for implementing these instructional models across the district and provide ongoing professional development, resources, staffing, etc.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataTeacher FeedbackEIS Walk Through Data	Responsible Person(s): Director of Special Education (C. Brown) & Assistant Superintendent for Student Learning (C. Goff), and school administration.	Title II, CEIS, ESSER <ul style="list-style-type: none">22/2323/24
	KCWP 2: Design and Deliver Instruction	Kagan Cooperative Learning: The district will provide Day3 and 4 of Kagan Cooperative Learning training and follow-up implementation coaching for all certified staff as well as resources needed to support implementation.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataCoaching schedules and agendasPD sign in sheetsEIS Walk Through Data	Responsible Person(s): Assistant Superintendent of Student Learning (C. Goff) <ul style="list-style-type: none">Day 3 PD ElementaryDay 4 PD Middle/HighCoaching and Feedback	CEIS, Title II, Title I <ul style="list-style-type: none">22/2323/24
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 4: Review, Analyze and Apply Data	High Quality Instructional Resource Selection and Implementation: The district will work with teacher and PLC teams across the district to identify high quality instructional materials and resources to use in every classroom in EIS.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataRtB/PBIS dataCoaching schedules and agendasEIS Walk Through Data	<ul style="list-style-type: none">Responsible Person(s): Assistant Superintendent of Student Learning (C. Goff) and school administration.	<ul style="list-style-type: none">ESSER
	KCWP 5: Design, Align, Deliver Support Processes	Vocabulary Instruction: The district will support schools in establishing a process to identify essential curricula vocabulary in conjunction with the selection of HQIR's across every content area.	<ul style="list-style-type: none">CASE, STAR, KPREP, ACT dataformative assessment dataEIS Walk Through DataCurriculum Documents	Responsible Person: Assistant Superintendent of Student Learning (C. Goff) <ul style="list-style-type: none">provide resources for schoolsprovide PD opportunities for staff	Title II, Title I, ESSER <ul style="list-style-type: none">22/2323/24
	KCWP 6: Establish Learning Culture and Environment	Balanced Literacy Plan: The district will develop and implement a balanced literacy plan that spans across K-5 schools which focuses on 5 key literacy components (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) and extends to 6-12 school as appropriate as well as a K-12 Comprehensive Reading/Writing across the curriculum plan.	<ul style="list-style-type: none">CASE, STAR, KPREP dataformative assessment dataPA, BSOG, and fluency assessment tracking dataEIS Walk Through DataCoaching schedules and agendasPD sign in sheets	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), and school administration <ul style="list-style-type: none">Walk Through DataAssessment Data	CEIS, Title I, Title II, ESSER <ul style="list-style-type: none">22/2323/2424/25

Goal 4 (State your English learner goal.): Every English Language Learner student (100%) will improve at least one level on the ACCESS test each school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<ul style="list-style-type: none">Curriculum Documents		
		Eliminating Educational Barriers : The district will work with the Equity Team, Family Resource Center, Director of Special Education, Homeless Liaison, and Title I Coordinator to better identify and assist in eliminating educational barriers and providing basic needs for student success.	<ul style="list-style-type: none">RTA, RTL, RTB datagraduation rateparent engagement surveysstudent surveys and feedback	Responsible Person: Director of Student Services (T. Gay) & Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), FRCs, and school administration <ul style="list-style-type: none">RTA, RTL, RTB datagraduation rateparent engagement surveysstudent surveys and feedback	FRC, Title I, Title IV, IDEA funds <ul style="list-style-type: none">22/2323/24
		Educational Enhancement Field Trip Experiences for K-8: School and District Administration will work with teachers in grade level PLCs to develop a plan for annual grade level academic field trips in order to provide varied and consistent experiences outside of the school environment that enhance the education for our students aligned to the standards and curriculum. We will also work to form sustainable community partnerships to fund these annual field trips after ESSER funds are exhausted.	<ul style="list-style-type: none">K-8 Educational Enhancement Field Trip PlanCommunity Partnershipsteacher feedback	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), school administration, and grade level PLCs <ul style="list-style-type: none">K-8 Educational Enhancement Field Trip PlanCommunity Partnershipsteacher feedback	Title IV, ESSER, Community Partnership funds <ul style="list-style-type: none">22/2323/2424/25

Goal 5 (State your climate and safety goal.): By October of 2027, every grade span in Elizabethtown Independent Schools will improve ONE group level on the Quality of School Climate and Safety.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October of 2027, elementary schools in Elizabethtown Independent Schools will improve from 77.3 to 82.0 on the Quality of School Climate and Safety.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, Deliver Support Processes KCWP 6: Establish Learning Culture and Environment	Project Prevent: The district will continue to participate in GRREC's Project Prevent program. The purpose of this program is to provide services and interventions to students based on their social/emotional/behavioral needs. Within this program EIS is given support and resources from GRREC to be able review and analyze student and district data to improve our MTSS.	<ul style="list-style-type: none">• SEL and behavior data• IC data• RTB data• PBIS data• MTSS data• attendance data• SRSS behavior screener data• RtL data, STAR	Responsible Person: Director of Special Education (C. Brown), District Therapist (M. Burnett), Assistant Superintendent of Student Learning (C. Goff), school administration, RtL teams, RtB teams, PBIS teams, Behavior Interventionists, School Counselors <ul style="list-style-type: none">• multiple data measures (see column to the left)	Project Prevent Grant Funds, State Funds, CCEIS, Title IV <ul style="list-style-type: none">• 22/23• 23/24• 24/25
		Response to Behavior (RtB) and PBIS: The District Director of Special Education will assist each school in revisiting and reviewing their current PBIS procedures and data on an ongoing basis and facilitating monthly RTB meetings to review school and individual student data and implement appropriate tier 2 and 3 services.	<ul style="list-style-type: none">• SEL and behavior data• IC data• RTB data• PBIS data• MTSS data• attendance data• SRSS behavior screener data• RtL data, STAR	Responsible Person: Director of Special Education (C. Brown), District Therapist (M. Burnett), Director of Student Services (T. Gay), Co-CCEIS Coordinator (T. Kerr), Assistant Superintendent of Student Learning (C. Goff), school administration, District School Psychologist (L. Wilson), RtL teams, RtB teams, PBIS teams, Behavior Interventionists, School Counselors <ul style="list-style-type: none">• multiple data measures (see column to the left)	CCEIS, Title IV, Title II <ul style="list-style-type: none">• 22/23• 23/24
		Diversity in the Curriculum: The district will intentionally diversify the Social Studies curriculum to reflect increased emphasis on diversity throughout the year and support schools and teachers with the purchase of accompanying resources and materials for classrooms and for the school library.	<ul style="list-style-type: none">• SS Curriculum and unit plans• Library book inventory• Classroom library inventory• Equity team feedback	Responsible Person: Superintendent (K. Bush), Assistant Superintendent of Student Learning (C. Goff), and C. Brown (Director of Special Education) <ul style="list-style-type: none">• SS Curriculum• Equity Plan & team feedback• Library and Classroom book inventories• stakeholder surveys	Title I, Title IV, ESSER, CCEIS <ul style="list-style-type: none">• 22/23• 23/24
		EIS Equity Plan: The district will continue to implement, review, and revise the EIS Equity plan in collaboration with the Equity team (Stakeholders are: teachers, classified staff, parents, students, administration, and community members).	<ul style="list-style-type: none">• Equity Plan• Meeting Agendas• attendance and participation• Community partnerships• surveys and feedback	Responsible Person: Superintendent (K. Bush), Assistant Superintendent of Student Learning (C. Goff), and C. Brown (Director of Special Education), stakeholder groups (parents, students, certified and classified staff, administration, and community members) <ul style="list-style-type: none">• implementation and actions of the equity plan• surveys and feedback	ESSER, Title IV, EEF grant funds <ul style="list-style-type: none">• 22/23• 23/24
By October of 2027, elementary schools in Elizabethtown Independent Schools will improve from 66.1 to 68.0 on the Quality of School Climate and Safety.					
By October of 2027, high schools in Elizabethtown Independent Schools will improve from 61.8 to 64.0 on the Quality of School Climate and Safety.					

Goal 5 (State your climate and safety goal.): By October of 2027, every grade span in Elizabethtown Independent Schools will improve ONE group level on the Quality of School Climate and Safety.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Response to Attendance (RtA) and Chronic Absenteeism Plan: The Superintendent of Student Services will develop, implement, and monitor a comprehensive plan for decreasing student absences and chronic absenteeism across the district.	<ul style="list-style-type: none">• RTA plan and process• RTA progress monitoring• IC attendance data reports• graduation rate• academic data• behavior data	Responsible Person: Director of Student Services (C. Goff) & Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), FRCs, and school administration <ul style="list-style-type: none">• RTA plan and process• IC attendance and data reports	Title IV, FRC <ul style="list-style-type: none">• 22/23• 23/24
		Eliminating Educational Barriers : The district will work with the Equity Team, Family Resource Center, Director of Special Education, Homeless Liaison, and Title I Coordinator to better identify and assist in eliminating educational barriers and providing basic needs for student success.	<ul style="list-style-type: none">• RTA, RTL, RTB data• graduation rate• parent engagement surveys• student surveys and feedback	Responsible Person: Director of Student Services (T. Gay) & Assistant Superintendent of Student Learning (C. Goff), Director of Special Education (C. Brown), FRCs, and school administration <ul style="list-style-type: none">• RTA, RTL, RTB data• graduation rate• parent engagement surveys• student surveys and feedback	FRC, Title I, Title IV, IDEA funds <ul style="list-style-type: none">• 22/23• 23/24
		Educational Enhancement Field Trip Experiences for K-8: School and District Administration will work with teachers in grade level PLCs to develop a plan for annual grade level academic field trips in order to provide varied and consistent experiences outside of the school environment that enhance the education for our students aligned to the standards and curriculum. We will also work to form sustainable community partnerships to fund these annual field trips after ESSER funds are exhausted.	<ul style="list-style-type: none">• K-8 Educational Enhancement Field Trip Plan• Community Partnerships• teacher feedback	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), school administration, and grade level PLCs <ul style="list-style-type: none">• K-8 Educational Enhancement Field Trip Plan• Community Partnerships• teacher feedback	Title IV, ESSER, Community Partnership funds <ul style="list-style-type: none">• 22/23• 23/24• 24/25
		Increased Access to the Arts and Career and Technical Education Courses: As part of our strategic plan, EIS will work to increase opportunities and access to the arts, including adding options, aligning curriculum, and increasing performance based options. In addition, we will continue to try to find	<ul style="list-style-type: none">• TEDS Data• Scheduling Data• Enrollment in Courses	Responsible Person: Assistant Superintendent of Student Learning (C. Goff), school administration <ul style="list-style-type: none">• TEDS Data• Scheduling Data• Enrollment in Courses	Title IV, ESSER, Community Partnership Funds

Updated May 2022

Goal 5 (State your climate and safety goal.): By October of 2027, every grade span in Elizabethtown Independent Schools will improve ONE group level on the Quality of School Climate and Safety.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		opportunities to expand CTE courses to give our high school students increased courses focused on their gifts and talents.			

6: Postsecondary Readiness

Goal 6: Postsecondary Readiness: By May 2027, 100% of students in EIS will graduate postsecondary ready as measured by state accountability indicators.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2024, 88% of graduating students will be postsecondary ready as measured by state accountability indicators.	KCWP 1: Design and Deploy Standards	Portrait of a Panther: The district is working with administrators to begin preliminary conversations and plans to develop a vision for graduate profile experiences in EIS and offering increased support to schools with Career Exploration, Community Partnerships, etc. In addition, the Workforce Readiness Coordinator is working to support the implementation of high school Essential Skills Curriculum with fidelity.	<ul style="list-style-type: none"> increase in fidelity of high school Essential Skills Curriculum implementation the development of a K-8 Essential Skills Curriculum continuum/program ongoing career exploration events, programs and partnerships across EIS schools 	Responsible Person: Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff), school administration, teachers across the district <ul style="list-style-type: none"> increase in fidelity of high school Essential Skills Curriculum implementation the development of a K-8 Essential Skills Curriculum continuum/program ongoing career exploration events, programs and partnerships across EIS schools 	No funding required at this time
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 4: Review, Analyze and Apply Data	Career Pathway Growth and Expansion (LaRue, ECTC Partnerships, Campbellsville Univ., etc.): The district will work to increase the number of students participating in pathways and post-secondary programs. In addition student surveys will be administered to all 8th-12th grade students every August to gain insight into career interests. In addition, we have increased pathways at EHS including health sciences through the use of LAVEC funds.	<ul style="list-style-type: none"> increases in the number of students participating in pathways and post-secondary programs maintain and/or increase the number of pathways and programs available to EHS students growing and sustaining partnerships with LaRue, ECTC and CU 	Responsible Persons: Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff), school administration <ul style="list-style-type: none"> increases in the number of students participating in pathways and post-secondary programs maintain and/or increase the number of pathways and programs available to EHS students growing and sustaining partnerships with LaRue, ECTC and CU 	Baptist Health Grant, Perkins Grant, Title IV
	KCWP 5: Design, Align, Deliver Support Processes				
	KCWP 6: Establish Learning Culture and Environment	Career Pathway Content Specific Professional Learning: The district will provide opportunities and funding for CTE/content specific professional learning for all pathway teachers in EIS. In addition the district has established a PLTW cadre of 1st-12th grade PLTW educators for professional learning and collaboration on a monthly basis.	<ul style="list-style-type: none"> seek professional learning opportunities for pathway teachers, to include CTE Summer Conference Continue to embed time for 1st-12th grade PLTW educators to collaborate regularly 	Responsible Persons: Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff), school administration, pathway teachers <ul style="list-style-type: none"> seek professional learning opportunities for pathway teachers, to include CTE Summer Conference Continue to embed time for 1st-12th grade PLTW educators to collaborate regularly 	Perkins Grant, Title IV, Title II
		Work Ethic Certification: The district will work to increase the number of seniors obtaining work ethic certification by promoting the program, providing one-on-one coaching, and exposing	<ul style="list-style-type: none"> Meet with senior students and their parents to explain the program and requirements using 	Responsible Person: Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff), school administration	Title IV

Goal 6: Postsecondary Readiness: By May 2027, 100% of students in EIS will graduate postsecondary ready as measured by state accountability indicators.

		stakeholders to the work ethic certification information through multiple means of communication.	<ul style="list-style-type: none"> multiple means of communication actively seek student enrollment in the program 	<ul style="list-style-type: none"> Meet with senior students and their parents to explain the program and requirements using multiple means of communication actively seek student enrollment in the program 	
		Work Experience, Co-op, Apprenticeship Opportunities: The district will work to increase the number of seniors participating in various Work Based Learning opportunities to include co-op and apprenticeships through our CTE pathways and the Experience-based Work course while maintaining and increasing partnerships with businesses, community, and government entities.	<ul style="list-style-type: none"> Maintain and increase the number of industry and community partners willing to host co-op and apprenticeship opportunities. Increase the number of students participating in the program monitor and evaluate the Experience-based Work course 	Responsible Person: Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff), school administration, pathway teachers, school counselors <ul style="list-style-type: none"> Maintain and increase the number of industry and community partners willing to host co-op and apprenticeship opportunities. Increase the number of students participating in the program monitor and evaluate the Experience-based Work course 	No funding required at this time
		College/Career Coaches: The district will work to increase the number of students participating in the AmeriCorps Kentucky College Coaches Program	<ul style="list-style-type: none"> Plan and implement events to assist with various pre-college activities such as completing financial aid, budgeting for the future, providing information and assistance with scholarship and college admittance documents, ACT preparation, and career exploration meet with participating students regularly to review grades and test scores, post-secondary goals, and skills for success 	Responsible Person: School administration, Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff) <ul style="list-style-type: none"> Plan and implement events to assist with various pre-college activities such as completing financial aid, budgeting for the future, providing information and assistance with scholarship and college admittance documents, ACT preparation, and career exploration meet with participating students regularly to review grades and test scores, post-secondary goals, and skills for success 	ESSER, General District Funds, Matching Grant
		CERT ACT Prep: Elizabethtown High school will continue to use the CERT ACT preparation program with students to support students in preparing to take the ACT and to increase their ACT scores from previous attempts.	<ul style="list-style-type: none"> increase in ACT scores increase in number of students attending ACT prep sessions 	Responsible Person: EHS principal (T. Elmore), Assistant Superintendent for Student Learning (C. Goff), college/career coaches, EHS school counselors <ul style="list-style-type: none"> increase in ACT scores 	ESSER, Title IV

Goal 6: Postsecondary Readiness: By May 2027, 100% of students in EIS will graduate postsecondary ready as measured by state accountability indicators.					
			<ul style="list-style-type: none">● increase in number of students making multiple attempts to improve ACT scores● increase in scholarship funds awarded to EIS students	<ul style="list-style-type: none">● increase in number of students attending ACT prep sessions● increase in number of students making multiple attempts to improve ACT scores● increase in scholarship funds awarded to EIS students	

Graduation Rate Goal: By 2024, the Graduation Indicator for the Elizabethtown Independent School district will increase from 93.3 to 95.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Graduation Rate Goal: By 2024, the Graduation Indicator for the Elizabethtown Independent School district will increase from 93.3 to 95.3.	KCWP 1: Design and Deploy Standards KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, Deliver Support Processes KCWP 6: Establish Learning Culture and Environment	College/Career Coaches: The district will work to increase the number of students participating in the AmeriCorps Kentucky College Coaches Program	<ul style="list-style-type: none">Plan and implement events to assist with various pre-college activities such as completing financial aid, budgeting for the future, providing information and assistance with scholarship and college admittance documents, ACT preparation, and career explorationmeet with participating students regularly to review grades and test scores, post-secondary goals, and skills for success	Responsible Person: School administration, Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff) <ul style="list-style-type: none">Plan and implement events to assist with various pre-college activities such as completing financial aid, budgeting for the future, providing information and assistance with scholarship and college admittance documents, ACT preparation, and career explorationmeet with participating students regularly to review grades and test scores, post-secondary goals, and skills for success	ESSER, General District Funds, Matching Grant
		Career Pathway Growth and Expansion (LaRue, ECTC Partnerships, Campbellsville Univ., etc.): The district will work to increase the number of students participating in pathways and post-secondary programs. In addition student surveys will be administered to all 8th-12th grade students every August to gain insight into career interests.	<ul style="list-style-type: none">increases in the number of students participating in pathways and post-secondary programsmaintain and/or increase the number of pathways and programs available to EHS studentsgrowing and sustaining partnerships with LaRue, ECTC and CU	Responsible Persons: Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff), school administration <ul style="list-style-type: none">increases in the number of students participating in pathways and post-secondary programsmaintain and/or increase the number of pathways and programs available to EHS studentsgrowing and sustaining partnerships with LaRue, ECTC and CU	Baptist Health Grant, Perkins Grant, Title IV
		Work Experience, Co-op, Apprenticeship Opportunities: The district will work to increase the number of seniors participating in various Work Based Learning opportunities to include co-op and apprenticeships through our CTE pathways and the Experience-based Work course	<ul style="list-style-type: none">Maintain and increase the number of industry and community partners willing to host co-op and apprenticeship opportunities.	Responsible Person: Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff), school administration, pathway teachers, school counselors	No funding required at this time

Graduation Rate Goal: By 2024, the Graduation Indicator for the Elizabethtown Independent School district will increase from 93.3 to 95.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		while maintaining and increasing partnerships with businesses, community, and government entities.	<ul style="list-style-type: none">● Increase the number of students participating in the program● monitor and evaluate the Experience-based Work course	<ul style="list-style-type: none">● Maintain and increase the number of industry and community partners willing to host co-op and apprenticeship opportunities.● Increase the number of students participating in the program● monitor and evaluate the Experience-based Work course	
		Work Ethic Certification: The district will work to increase the number of seniors obtaining work ethic certification by promoting the program, providing one-on-one coaching, and exposing stakeholders to the work ethic certification information through multiple means of communication.	<ul style="list-style-type: none">● Meet with senior students and their parents to explain the program and requirements using multiple means of communication● actively seek student enrollment in the program	Responsible Person: Workforce Readiness Coordinator (L. Berger), Assistant Superintendent for Student Learning (C. Goff), school administration <ul style="list-style-type: none">● Meet with senior students and their parents to explain the program and requirements using multiple means of communication● actively seek student enrollment in the program	Title IV

Updated May 2022

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p>Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p>Response: Our local board of education will review the CSIP for our two identified TSI schools. We will provide additional support in three ways:</p> <ol style="list-style-type: none">1. We will increase our coaching from the district level with our Superintendent, Assistant Superintendent of Student Learning, and Director of Special Education in direct support with building leadership and teachers.2. We will provide ongoing accountability and support with our local board for the school improvement planning process.3. We will audit and create additional resource opportunities where applicable for TSI schools, including representation on districtwide work.

