



COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

2022-2023 SCHOOL YEAR

CDIP PRIORITIES



**ALIGN THE WORK
IN THE CDIP WITH
THE WORK IN THE
STRATEGIC PLAN.**



**CREATE
CONTINUITY WITH
THE WORK THE
DISTRICT HAS
BEEN DOING**



**FOCUS ON
EVIDENCE-BASED
PRACTICES FOR
DISTRICT
IMPROVEMENT.**

GOALS & OBJECTIVES

PROFICIENCY - READING AND MATH

GOAL	22-23 OBJECTIVES	22-23 ACTIVITIES
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.	<p>By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in reading across every grade span.</p> <p>By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in math across every grade span.</p>	<p>Station Teaching</p> <p>Kagan Cooperative Learning</p> <p>Balanced Literacy Plan (Vocabulary & Comprehension)</p> <p>Math Fluency Support with GRREC</p> <p>High Quality Instructional Resource Selection and Implementation</p>

WHAT ARE HIGH QUALITY INSTRUCTIONAL RESOURCES?

1. MUST “MEET EXPECTATIONS”
ON ALIGNMENT AND
USABILITY FROM EDREPORTS
2. CONTRIBUTE TO VERTICAL
ALIGNMENT ACROSS EIS
3. ALIGNED TO KY STANDARDS
4. COMPREHENSIVE - SCOPE,
SEQUENCE, RESOURCES, AND
ASSESSMENTS
5. INSTRUCTIONAL ALIGNMENT
AROUND EIS PRIORITIES &
STRATEGIC PLANNING GOALS
6. CONCURRENCE AMONG EIS
TEACHERS

What Does the Research Say?

- HQIRs that are aligned to state standards can reduce variability in the quality of instruction across classrooms and help boost student achievement, but teachers often do not have resources that are aligned to their state’s standards (SREB, 2017).
- When teachers don’t have access to HQIRs, they spend 7-12 hours per week searching for them online often leading to inconsistent quality that impacts low income students of color the most (Goldberg, M., 2016).
- Research shows students of color, those from low-income families, English learners, and those with mild to moderate disabilities are less likely to have access to strong grade-level instruction and HQIRs in the classroom than students who are in classrooms with mostly white students and in higher income communities (The New Teacher Project, 2018).
- Another study found that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction (Koedel, C., & Polikoff, M., 2017).
- Students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points—equivalent to four additional years of learning (Steiner, 2018).
- Providing teachers with a set of instructional resources without also providing them with professional learning focused on how to implement those resources effectively to meet the needs of all students will not impact student achievement (Blazar, D., et al., 2019).

GOALS & OBJECTIVES

PROFICIENCY - SCIENCE, SOCIAL STUDIES, WRITING

GOAL	22-23 OBJECTIVES	22-23 ACTIVITIES
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.	<p>By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in science across every grade span.</p> <p>By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in social studies across every grade span.</p> <p>By October of 2023, Elizabethtown Independent Schools will have increased proficiency by 4% in writing across every grade span.</p>	<p>Station Teaching</p> <p>Kagan Cooperative Learning</p> <p>Balanced Literacy Plan (Vocabulary & Comprehension)</p> <p>Math Fluency Support with GRREC</p> <p>High Quality Instructional Resource Selection and Implementation</p>

GOALS & OBJECTIVES

ACHIEVEMENT GAP

GOAL

22-23 OBJECTIVES

22-23 ACTIVITIES

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.

ALL PREVIOUS ACTIVITIES

Project Prevent (w/GRREC)

RtB and PBIS

EIS Equity Plan

Summer Learning and Reading

Response to Attendance and Chronic Absenteeism

Educational Enhancement Trips

GOALS & OBJECTIVES

ENGLISH LANGUAGE LEARNERS

GOAL	22-23 OBJECTIVES	22-23 ACTIVITIES
Every English Language Learner student (100%) will improve at least one level on the ACCESS test each school year.	By January 2024, every English Language Learner will improve one level on the ACCESS test.	Station Teaching Kagan Cooperative Learning Balanced Literacy Plan (Vocabulary & Comprehension) High Quality Instructional Resource Selection and Implementation Eliminating Educational Barriers Educational Enhancement Field Trips

GOALS & OBJECTIVES

QUALITY OF SCHOOL CLIMATE AND SAFETY

GOAL	22-23 OBJECTIVES	22-23 ACTIVITIES
By October of 2027, every grade span in Elizabethtown Independent Schools will improve ONE group level on the Quality of School Climate and Safety.	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Project Prevent (w/GRREC)</p> <p>RtB and PBIS</p> <p>EIS Equity Plan</p> <p>Response to Attendance and Chronic Absenteeism</p> <p>Educational Enhancement Trips</p> <p>Increased Access to the Arts and Career and Technical Education</p>

INCREASED ACCESS TO THE ARTS AND CTE



ELIZABETHTOWN INDEPENDENT SCHOOLS

GOALS & OBJECTIVES

POSTSECONDARY READINESS		
GOAL	22-23 OBJECTIVES	22-23 ACTIVITIES
By May 2027, 100% of students in EIS will graduate postsecondary ready as measured by state accountability indicators.	By May 2024, 88% of graduating students will be postsecondary ready as measured by state accountability indicators.	<div>Portrait of a Panther</div> <div>Career Pathway Expansion</div> <div>Career Pathway Professional Learning</div> <div>Work Ethic Certification</div> <div>Expanded Access to Co-Ops, Apprenticeships, and Work-Based Learning</div> <div>College Coaches</div> <div>CERT ACT Prep</div>



Ensuring our students have
ELITE experiences that
prepare them for success
after graduation.

PORTRAIT OF A PANTHER

GOALS & OBJECTIVES

GRADUATION RATE		
GOAL	22-23 OBJECTIVES	22-23 ACTIVITIES
By 2024, the Graduation Indicator for the Elizabethtown Independent School district will increase from 93.3 to 95.3.	By 2024, the Graduation Indicator for the Elizabethtown Independent School district will increase from 93.3 to 95.3.	Portrait of a Panther Career Pathway Expansion Work Ethic Certification Expanded Access to Co-Ops, Apprenticeships, and Work-Based Learning College Coaches

TSI CONSIDERATIONS

SCHOOL	TARGETED AREAS	SUPPORTS
Helmwood Heights	<i>Students with Disabilities</i>	<p>Leverage the KY MTSS Guide in collaboration with the Director of Special Education and local school committees to target supports and develop systems to better serve struggling students.</p> <p>Use Orton-Gillingham to develop better RtL services for students with reading disabilities, particularly at the upper grades.</p>
TK Stone	<p><i>African American</i></p> <p><i>Students with Disabilities</i></p>	<p>Leverage the KY MTSS Guide in collaboration with the Director of Special Education and local school committees to target supports and develop systems to better serve struggling students.</p> <p>Develop RtL evidence-based strategies in math and reading.</p> <p>Increase the use of Kagan structures to support higher levels of engagement among students.</p>