

**2019-20 Phase One: Etown Ind Continuous Improvement Diagnostic for
Districts_09062019_14:17**

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

**Elizabethtown Independent
Jon Ballard
219 Helm St
Elizabethtown, Kentucky, 42701
United States of America**

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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 2019-20 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

Phase Four: January 1 - December 31

- 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.

Please enter your name and date below to certify.

Jon Ballard, Superintendent 9/6/2019 Kelli Bush, Assistant Superintendent for Student Learning 9/6/2019

2019-20 Phase Two: Etown Ind District Assurances_10142019_15:58

2019-20 Phase Two: District Assurances

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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance 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.

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- Yes
- No
- N/A

2. Pursuant to Section 1116(a)(3)B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- Yes
- No
- N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- Yes
- No
- N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- Yes
- No
- N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- Yes
- No

- N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

- Yes
- No
- N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

- Yes
- No
- N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

- Yes
- No
- N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

- Yes
- No
- N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

- Yes
- No
- N/A

Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes
- No
- N/A

All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes
- No
- N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes
- No
- N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the Kentucky Department of Education's Self-Implementation Rubric, is being implemented with fidelity for all students in grades 6 to 12.

- Yes
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Two: Etown Ind The Needs Assessment for
Districts_10212019_09:51**

2019-20 Phase Two: The Needs Assessment for Districts

**Elizabethtown Independent
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2019-20 Phase Two: The Needs Assessment for Districts

2019-20 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools 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 schools, each district 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

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Elizabethtown Independent Schools Leadership team met on October 15th to begin the process of reviewing, analyzing, and applying data results. Ongoing meetings occur monthly and are documented through agendas and follow up communications. The team is comprised of the following members: Jon Ballard - Superintendent, Kelli Bush - Assistant Superintendent for Student Learning, Steve Smallwood - Assistant Superintendent for Student Services, Carole Brown - Director of Special Education, Shellee Godfrey - Professional Development Coordinator, Jennifer Burnham - High School Principal, BJ Henry - High School Assistant Principal, Dawne Swank - Middle School Principal, Jessica Turner - Elementary Principal, Tim Mudd - Elementary Principal, Carla Kuhn - Elementary Principal, and Jack Breunig - Elementary Counselor. The primary session followed a specific protocol. First, the group determined the focus for the session by developing a set of questions that outlined what the team hoped to learn from reviewing the data. Once the questions had been generated, the group reviewed the applicable data in order to record facts and statements from the results. For each question, the team utilized graphic organizers to record trends, strengths, and areas of concern. Finally, the team brainstormed hypothesis of practice for each question's data. Hypothesis of practice are statements that complete the stem "It could be that..." in order to assist in determining the reason(s) for each. This step in the protocol also included a closure activity that required the team to prioritize by selecting 2 strengths and 2 concerns for each ICBT statement. Possible action strategies for maintenance and/or improvement were also noted.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

Academic Data: Data from the 2018-19 Kentucky Accountability System is the following for Elizabethtown Independent Schools. Star ratings for the grade level spans are 4 stars for high school and 3 stars for both middle and elementary levels. The middle school star rating of 3 was originally a 4, but reduction of one star occurred due to significant gaps in the demographic groups of African American and Special Education students. The Proficiency score for the high school level is 73.6, while the score for middle school is 79.3 and a score of 71.6 is present for elementary. These scores are labeled as high, medium, and medium respectively. Separate Academic Indicator scores with accompanying labels are 72 (high) for high school, 68.4 (medium) for middle, and 65.1 (medium) for elementary. Growth scores at the middle and elementary levels with labels are 55.2 (medium) for middle and 53.2 (low) for elementary. The final two indicators for high school are Transition Readiness with a score and label of 78.9 (medium) and Graduation Rate with a score and label of 97.3 (high). Percent of Proficient/Distinguished students increased at all levels in Reading from 2017/18 to 2018/19. The increase in percent was +2.8% at elementary, +1.8% at middle, and +7.8% at the high school level. For Math, the elementary school level showed a decrease of -2.7% while the middle level showed an increase of +1.9%. High school percentages also increased by +2.8%. In the subject of Science, High and middle school levels decreased in percent proficient/distinguished. The high school decreased by -4.6% while the middle school level decreased by -1.9%. However, elementary level Science showed a slight increase of +1.9%. Social Studies assessments were not administered at the high school level in the 18/19 academic year. However, they were at the middle and elementary. Both levels showed a decrease from the previous year. Middle school scores in Social Studies decreased by -2.6% and elementary scores decreased by -14%. Writing results showed an increase of +5.2% at the high school level, a decrease of -25.9% at the middle school and an increase of +6.4% at the elementary level. The percent Proficient/Distinguished scores with targeted demographic groups of African American, Disability, and Free/Reduced indicate more growth than decline in the subjects of Reading and Math. For Reading, at the elementary level African American students and Free/Reduced students show increases from 2017/18 to 2018/19. The percent increase is +2.4% and +2.5 respectively. The percent for Disability students declined by -4.1%. At the middle school, results for these groups show a decrease of -0.8% for African American, a decrease of -1.8% for Free/Reduced, and an increase of +11.2% for Disability Students. At the high school level, growth was shown in all groups. An increase of +20.7% for African American students, +4.4% for Free/

Reduced students, and +19% for Disability students. Math percents also show both growth and decline. At the elementary level African American students increased by +0.8%, but Free/Reduced and Disability groups decreased by -2.8% and -5.4% respectively. African American and Disability groups at the middle school level with show an increase for African American students of +4.1% and +7% for Disability. At the high school level, increases occur for Free/Reduced and Disability students with +6% and +28.6%. However, a decrease of -4.2% occurs for African American students. While some growth has occurred with the identified demographic groups, significant gaps still exist between the subgroup and the reference group in both Reading and Math. Reading at the elementary level show gap of 27.9% for Free/Reduced, 26.1% for African American, and 34.2% for Disability. At the middle school level, gaps of 32.% for Free/Reduced, 43.3 for African American, and 43.5 for Disability exist. The high school level shows gaps of 33.8% for Free/Reduced students, 24.6 for African American, and 30.5% for Disability. Likewise, Math data shows similar gaps. At the elementary level, data shows gaps of 34.8% for Free/Reduced, 33.2% for African American, and 27.3% for Disability. At the middle school level, the data notes gaps of 39.3% for Free/Reduced, 40.9% for African American, and 42.8% for Disability. Finally, the high school percentage data show gaps for Free/Reduced of 33.2%, for African American of 38.5% and for Disability of 23.4%. Non-academic Data: The primary data sets reviewed and analyzed in the non-academic arena occur in the areas of attendance and discipline. Additionally, a review of Non-Academic data shows issues exist in similar demographic groups regarding attendance and discipline rates. Demographic population rates for the district are 67.7% white, 11% African American, 10.3% Two or More Races, and 11% for Other. Chronically absent rates for the 2018/19 school year show that several demographic groups do not align with what would be expected. In particular, chronic absentee rates for Free/Reduced and Homeless populations are 20.6% and 42.4% respectively. These rates, as compared to other demographic groups such as All students at 14.3%, African American at 15.4% and Disability at 14.9%, are significantly higher than expected. Discipline data has trended the last years to display significant dis-proportionality in regards to African American Special Education Students. Using data from the last three academic years, the risk ratio for African American Special Education students in relation to Non-African American as calculated for disciplinary removals is as follows: 2015/16 - 4.326, 2016/17 - 3.302, and 2017/18 - 3.375. This data aligns with an increase in rate of removals for the African American population each of the past three years. The rate for 2015/16 was 111.54%, for 2016/17 was 102.13%, and for 2017/18, the rate was 131.11%. The data is mirrored in office referral and removal rates for Non-Special Education African American students. There exists a direct correlation between poverty, race, special education, attendance, and behavior in relation to academic achievement.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

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 revealed in the data used to describe the district's Current State, the district's priority concerns revolve around the Free/Reduced, African American, and Disability subgroup populations. While the middle school is the only school in the district with a reduction of a star due to significant gaps, all schools and all grade levels show gaps of varying degrees. In addition to the data that compares subgroups percentages for the applicable reference group, data reveals that the Non-Free/Reduced group is the highest achieving group across the board in all subjects and at all grade levels. This held true for percent Proficient/Distinguished data the previous year as well. For example, the following percents exist for 2018/19 Reading Proficient/Distinguished scores at the elementary level: All students - 58.5%, African American - 36.8%, Two or more - 60.7%, White - 62.9%, Free/Reduced - 45%, Non-Free/Reduced - 72.9%, Disability - 29.2%, and Non-Disability - 63.4%. While the order of other demographics may slightly differ with subject matter or grade level, the pattern of Non-Free-Reduced students scoring the highest of all groups always holds true. This data leads to establishing a priority for addressing concerns and needs of those students across the district who live below the poverty threshold. Additionally, a review of Non-Academic data shows issues exist in similar demographic groups regarding attendance and discipline rates. Demographic population rates for the district are 67.7% white, 11% African American, 10.3% Two or More Races, and 11% for Other. Chronically absent rates for the 2018/19 school year show that several demographic groups do not align with what would be expected. In particular, chronic absentee rates for Free/Reduced and Homeless populations are 20.6% and 42.4% respectively. These rates, as compared to other demographic groups such as All students at 14.3%, African American at 15.4% and Disability at 14.9%, are significantly higher than expected. Discipline data has trended the last years to display significant dis-proportionality in regards to African American Special Education Students. Using data from the last three academic years, the risk ratio for African American Special Education students in relation to Non-African American as calculated for disciplinary removals is as follows: 2015/16 - 4.326, 2016/17 - 3.302, and 2017/18 - 3.375. This data aligns with an increase in rate of removals for the African American population each of the past three years. The rate for 2015/16 was 111.54%, for 2016/17 was 102.13%, and for 2017/18, the rate was 131.11%. The data is mirrored in office referral and removal rates for Non-Special Education African American students. There exists a direct correlation between poverty, race, special education, attendance, and behavior in relation to academic achievement.

Trends

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

When comparing percentages of students performing at the proficient and distinguished levels from 2017/18 to 2018/19, a slight increase exists in the All students category and across most demographic groups. Even within the areas and subjects where a decline appears, rates for the district continue to remain above the state averages at the high and middle school levels and at the state average for the elementary school level. The most significant trends appear around the demographic subgroups of Free/Reduced, African American, and Special Education student populations. The student groups (most notably African American and Special Education) fall significantly short of performing at the same level of their white and non-disabled peers. While slight gains have been observed within these subgroups from the 2017/18 to the 2018/19 academic year, the gap between their reference group peers continue to maintain and/or widen. Cultural and behavioral measures revolving around chronic absenteeism and disciplinary removals mirror this trend.

Potential Source of Problem

Which processes, practices or conditions will the school 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 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

While all Key Core Work Processes will be utilized in focusing resources and efforts to produce change, the primary processes for which efforts will be prioritized will include KCWP2: Design and Deliver Instruction and KCWP5: Design, Align and Deliver Supports.






Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Academic data from the most recent Kentucky Accountability System shows the primary strength of the district remains within the curriculum and instruction arena. Scores across the district continue to be above state averages for the All students category. This indicates a strong alignment between academic standards and instructional implementation. In the subject of Reading, state percent proficient/distinguished rates are 44.5% for high, 59.6% for middle, and 54.6% for elementary. In relation, Elizabethtown Independent rates are 61.6% for high, 67% for middle, and 58.5% for elementary. In the subject of Math, state percent proficient/distinguished rates are 35.3% for high, 46.4% for middle, and 48.6% for elementary. Elizabethtown Independent rates are 47.2% for high, 55.4% for middle, and 49.6% for elementary. In the subject of Science, state percent proficient/distinguished rates are 29.9% for high, 26% for middle, and 31.7% for elementary. In comparison, Elizabethtown Independent rates are 39.8% for high, 31.3% for middle, and 33.6% for elementary. In the subject of Writing, state percent proficient/distinguished rates are 50.3 for high, 31.9% for middle, and 46.6% for elementary. In relation, Elizabethtown Independent rates are 60.2% for high, 44.3% for middle, and 53.5% for elementary. Social Studies is the only content subject in which rates were at or below the state averages. Additionally, Graduation Rates for the district are High and significantly higher than state averages. The graduation rate for 2018/19 is 95.2% while the state's rate is 91.1%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 EIS Disproportionality Data 2015-18		•
 EIS Elementary Data 2018-19		•
 EIS High School Data 2018-19		•
 EIS Middle School Data 2018-19		•
 Subject Scores KY v EIS 2018-19		•

**2019-20 Phase Three: Etown Ind Executive Summary for
Districts_11082019_14:30**

2019-20 Phase Three: Executive Summary for Districts

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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?

The Elizabethtown Independent Schools District, established over 200 years ago, embodies its mission statement of a "Tradition of Excellence: High Standards, Each Student, Every Day" and has consistently ranked in the top tiers of all school districts in the Commonwealth of Kentucky. All of the schools in the Elizabethtown Independent Schools District have been accredited by SACSCASI for decades with its most recent accreditation occurring in 2016. Elizabethtown High School, in fact, has been accredited with SACS since 1918, making it one of the very first accredited schools in Kentucky. This "Tradition of Excellence" is also reflected in extracurricular activities, both academic and athletic. Elizabethtown Independent Schools values its small size; our current district enrollment consists of approximately 2,400 students, preschool through grade twelve. The district is comprised of 6 schools: Elizabethtown High School, TK Stone Middle School, Helmwood Heights Elementary, Morningside Elementary, Panther Academy, and Valley View Alternative Center. Being relatively small affords unique benefits. It has fostered the development of meaningful relationships and partnerships with students, families, staff, and the community. Our small size offers students the opportunity to be more involved as participants in school sponsored activities and extracurricular events. The Elizabethtown community enjoys a diverse population. Approximately, thirty-two percent (32%) of the district's student population represent minorities and forty seven percent (47%), including preschool, receive Free and Reduced Lunches. The district employs 156 certified staff with 26 teachers holding National Board Teacher Certification and 173 classified staff. Elizabethtown Independent is proud of the fact that the student to teacher ratio in classrooms is a low 15:1. One unique characteristic of our district is the number of non-contract/tuition paying students; we have approximately 66 of our students paying tuition of almost \$4,000 per year to attend our schools. Elizabethtown Independent Schools is located in Elizabethtown, Kentucky, the county seat for Hardin County, Kentucky's fourth largest county. Forty-four miles south of Louisville, with a population of approximately 29,000 people, the city is often referred to as 'Hub City' because most of the major interstates in Kentucky intersect in Elizabethtown. The city's central location in the state, coupled with easy access to major interstates, has drawn a number of major industries to the Elizabethtown community and enhanced its commerce and growth. Residing close to Fort Knox, the community has been impacted by the ebb and flow of the military service members as the focus and mission of the post has changed over the years. Our district population has been impacted by these changes over the last few years as well. At this time, the district serves approximately 100 students whose families are affiliated with the military. The Elizabethtown community offers a wide variety of post-secondary education opportunities through Elizabethtown Community and Technical College (ECTC) as well as the satellite branch of Western Kentucky University, located on the ECTC campus. The addition of WKU's satellite branch has afforded residents an opportunity to secure both two and four-year degrees without having to relocate. This has been a tremendous asset, not only to its students, but to the military installation and other corporations who are seeking a highly educated work force. The community maintains a rich history that includes a link to Abraham Lincoln, the establishment of the Louisville/Nashville Railroad, and a Civil War battle in 1862. The county's historical museum is in the city of Elizabethtown and is a center of attraction to both residents and visitors to the city and county. The city also maintains a community center and numerous parks, including Freeman Lake Park with its beautiful lake, picnic facilities, pavilions for community concerts and special events, paddle boats, fishing, and walking trails with wonderful views. A 150 acre sports complex

recently opened in the summer of 2012; major sporting events for the state and region have already occurred at the sports complex and draw thousands of people to the community each year. Medical and professional services of every type are available in the city; this includes a 300 plus bed hospital, Hardin Memorial Hospital, which continues to expand through the construction of additions to the current facility. According to the most recent quality rating released by the Center for Medicare and Medicaid Services, Hardin Memorial Hospital is ranked in the top 25% nationwide for quality services. Several shopping areas, to include "super stores" and a fully enclosed mall, are located within the city limits. A resurgence of Elizabethtown's downtown area has occurred the last several years with the establishment of multiple restaurants, cafes, and boutiques. In addition, a large number of major restaurants and hotels have recently been constructed to accommodate the needs of the community as the number of visitors has increased. Elizabethtown is surrounded by numerous tourist attractions: Mammoth Cave National Park, Abraham Lincoln Birthplace, My Old Kentucky Home State Park, Fort Knox and the Gold Vault, Patton Museum, Churchill Downs, the Yum Center, and The Slugger Museum.

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.

In 2012, the district adopted an updated mission statement that states "A Tradition of Excellence: High Standards, Each Student, Every Day." District policy ensures a district planning committee, representative of the community and the school district and consisting of teachers, principals, council members, central office administrators, board members, classified staff, parents, community representatives, and high school students will develop, monitor, and annually update a Strategic District Improvement Plan. In 2016, Superintendent Jon Ballard, worked with stakeholders to develop a plan with strategic objectives, targets, and strategies. The district's vision statement is as follows: "1) Students who are motivated, challenged, and empowered to be lifelong learners prepared to succeed in a changing, diverse, technological society, 2) A School District that is willing to do whatever it takes to meet the needs of each student and ensure each child's educational and personal success, 3) Parents who are active partners, equipped to participate in the learning process of each student, and 4) A Community who is an active partner in securing resources and tools that will assist each child in discovering his or her greatest potential." "A Tradition of Excellence: High Standards, Each Student, Every Day" is the mission that is demonstrated in every Elizabethtown Independent School. This philosophy of placing students and families first, as the primary customer, is foundational to sustaining the "Tradition of Excellence". EIS consistently ranks in the top 15% on state achievement assessments, has a variety of outstanding extracurricular activities and programs, and has earned several academic and athletic awards. None of this would be possible without the district's focus on building and maintaining healthy relationships with its community, staff, students, and families. This collaboration is the heart of this small school district of 2,400 students and is a source of community pride. The high value placed on relationships among all stakeholders embodies the essence of what is meant by "A Tradition of Excellence". It is foundational to the Panther Pride that is felt in the community and across each school in the district.

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.

As a result of conducting every day school business with the "Tradition of Excellence" mission in mind, and an emphasis on customer service among students, families, communities, and staff, the district is proud of many accomplishments. While the district website showcases most of these,

a list below is provided to name just a few: Increase in Career Pathway opportunities through the district's ACES program, 26 National Board Certified Teachers (These teachers are represented in all schools), ExCEL (Excellence in Classroom and Educational Leadership) Award Participant for 29 years, Average composite 2019 ACT is 20.7, Small Accredited Schools and Classrooms with 15:1 student to teacher ratio, 95.2% Graduation Rate, State and Nationally recognized Project Lead the Way Programs at Elementary, Middle, and High Schools, AP Course completion rate of 92.4%, All Day Preschool for 4 Year Olds, High quality and flexible professional development for teachers, Active/Smart Boards in most classrooms, EHS Holds 13 Athletic Championships and 21 State Runner-Ups, Active Alumni Association, Active Elizabethtown Education Foundation, Summer Programs for At Risk Students, Kids Read Now Reading Program for Pre - 3rd grade students, Communicare and School District Intervention Program, and a One to One Chromebook program at Elizabethtown High School. With a transition in student enrollment demographics the last 5 years, the district has encountered challenges that come with a growing and changing population. Many students that now enroll in the district are transient and deal with multiple poverty issues. This changing demographic drives the areas in which the district focuses for improvement. In response, our district has increased efforts to identify and meet the needs of at-risk gap students, increase student engagement, and ensure that every senior is college and/or career ready upon graduation. It is notable and a source of pride that our high school has continued to excel in the academic arena by maintaining top 10% status in the state on assessment results regardless of these challenges.

Additional Information

Districts Supporting CSI/TSI 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.

NA

Additional Information

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Three: Etown Ind Comprehensive Improvement Plan for
Districts_10212019_09:47**

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

Elizabethtown Independent
Jon Ballard
219 Helm St
Elizabethtown, Kentucky, 42701
United States of America

Last Modified: 12/13/2019
Status: Locked

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2019-20 Phase Three: Comprehensive Improvement Plan for Districts

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

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 between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

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

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

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

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

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

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.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive District Improvement Plan Template

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.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Elizabethtown Independent Improvement Plan 2020		•

2019-20 Phase Three: The Superintendent Gap Assurance_11122019_09:15

2019-20 Phase Three: The Superintendent Gap Assurance

Elizabethtown Independent
Jon Ballard
219 Helm St
Elizabethtown, Kentucky, 42701
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Last Modified: 11/15/2019
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2019-20 Phase Three: The Superintendent Gap Assurance

2019-20 Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- **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.**
- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)

Attachment Summary

Attachment Name	Description	Associated Item(s)
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