



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

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2021-22 Phase Three: Comprehensive District Improvement Plan Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Through the continuous improvement and needs assessment process, Elizabethtown Independent Schools worked collaboratively with various stakeholder groups across the district and community to assess our programs and processes in regards to student success and effectiveness using the 6 Key Core Work Processes to guide our assessment and improvement planning. We changed our Proficiency, Separate Academic, Growth, and Achievement goals to a 5-year trajectory formula. Our Transition Readiness and Graduation rate goals are based on local data and meaningful district and school goals were developed by school and district administration and our workforce readiness coordinator. When it comes to our activities to meet those goals, many activities remain in the CDIP as part of our 5-year plan with Station Teaching/Co-Teaching/Parallel Teaching, Kagan Cooperative Learning, Vocabulary Instruction, and Structured, Balanced Literacy being at the forefront of our instructional focus across the district. In addition, we added CASE benchmark assessments (math, reading, science, and social studies) for middle and

high school and Heggerty Phonemic Awareness and Orton Gillingham Phonics common assessments for elementary. We updated our previous district walkthrough and feedback form and system to be more specific, timely, and relevant to district instructional focus areas and best practices in specific content areas. We will continue our plans to create an EIS District Writing Plan that is robust in nonfiction writing, continue to support our Social Studies teachers by partnering with consultant Jana Kirchner, and support our Math and Science teachers with professional learning and resource supports. We will continue our work within the Project Prevent Grant, increase effectiveness within our PBIS programs and RtB (Response to Behavior) plans, continue to strive towards Diversity in our Curriculum, engage in the action phases of our EIS Equity Plan, increase our effectiveness of our RtA (Response to Attendance) plan, continue extensive Summer Enrichment and Summer Reading programs, strive toward Eliminating Educational Barriers by networking all of our programs and resources, implement annual Educational Enhancement Field Trips for K-8 students, and implement our CCEIS plan as activities to close our achievement gaps. When it comes to Transition Readiness and Graduation Rate, our key activities are based around the Expansion of Pathways and Partnerships for our students, increase in opportunities for Work/Co-op/Apprenticeship opportunities, implementation of 2 full-time College/Career Coaches, increase in Work-Ethic Certification, more engagement in CERT ACT preparation, and increasing fidelity in implementation of our Essential Skills Curriculum. This plan will be revisited, monitored, discussed, and adjusted as needed to meet our goals and the needs of our students and stakeholders and we have been mindful in the improvement process to focus on alignment of our Vision/Mission/Core Values, Strategic Plan, actions, time and effort, Budgets, Resources, Staffing, Allocations, Professional Learning, data, and Needs Assessment to our plan.

Operational Definitions

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

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

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.



Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Elizabethtown Independent CDIP 21/22</u>		•
 <u>Elizabethtown Independent CDIP Simplified 21/22</u>		•