

# Elizabethtown Independent Schools Comprehensive Improvement Plan

## Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1: *By 2019, increase the Proficiency indicator score for each EIS school by 3 points as measured by the Kentucky School Accountability System.*

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, increase student achievement at each EIS school as follows as measured by the <b>Proficiency</b> indicator on the Kentucky School Accountability System: increase Elizabethtown High School's score from 66.7 to 69.7; TK Stone Middle School's score from 78.4 to 81.4; increase Helmwood Height's score from 68.3 to 71.3, and Morningside Elementary's score from 74.0 to 77.0	KCWP1: Design and Deploy Standards	<b>Core Curriculum:</b> The district will facilitate ongoing review of curricula that includes the writing of learning targets for the purpose of scaffolding low, middle, and high cognitive demand and identifying priority standards.	Curricula revisions and documents		General Funds
	KCWP2: Design and Deliver Instruction	<b>Model of Instruction:</b> The district will develop a model of instruction for school/teacher implementation. Additionally, the district will establish a process for ensuring monitoring measures are in place to support high fidelity teaching to the curriculum by way of observations, classroom data, and standards mastery checks.	Model of Instruction document  Classroom visits and observations		NA

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP3: Design and Deliver Assessment Literacy	<p><b>District Common Assessments:</b> The district will develop common assessments for K-12 in the subjects of ELA and Math based on identified priority standards. Quarterly assessments of a priority standard will be administered at the end of each 9-week term to assess student understanding and provide data to classroom teachers for adjustments of core instruction and planning of re-teaching needs.</p>	<p>Common Assessment documents</p> <p>Spreadsheets with student scores</p>		NA
	KCWP6: Establishing Learning Culture and Environment	<p><b>PLCs:</b> The district will support each school in developing and facilitating a process by which teachers are regularly reviewing data and utilizing results to plan for intervention, re-teaching, and enrichment. The process will include reviewing data by whole group as well as demographic subgroups.</p>	<p>PLC protocol documents</p> <p>PLC minutes/notes/sign in sheets</p>		NA

## 2: Separate Academic Indicator

Goal 2: By 2019, increase the Separate Academic Indicator score for each EIS school by 3 points as measured by the Kentucky School Accountability System.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, increase student achievement at each EIS school as follows as measured by the <b>Proficiency</b> indicator on the Kentucky School Accountability System: increase TK Stone Middle School's score from 76.4 to 79.4; increase Helmwood Height's score from 63 to 66, and Morningside Elementary's score from 73.5 to 76.5.	KCWP2: Design and Deliver Instruction	<b>Content Professional Development:</b> The district will ensure ongoing differentiated professional development for teachers by providing opportunities to attend content specific or individualized need training through district funded grants (beyond the mandatory 24 hours) as well as through the flexible professional development program (6 hours of mandatory 24.)	Certificates of Attendance for Professional Development		Title II funds
		<b>Science Instruction:</b> The district will develop and adopt a specific approach for shifting instructional practices in the science classroom to better address the standards set forth by the Next Generation Science Standards.	Classroom observations and visits  Science instructional best practice documents		
	KCWP6: Design and Deliver Assessment Literacy	<b>Science Through Course Tasks:</b> The district will assist and support schools in developing and implementing TCTs within all grade levels and science courses.	District collection of submitted TCTs		

### 3: Gap

Goal 3: By 2019, increase student achievement with African American and Disability subgroups at each EIS school the amount needed to meet the state defined cut scores within the Kentucky School Accountability System.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By 2019, increase student achievement for the <b>African American</b> student subgroup at each EIS school as follows as measured by the proficiency indicator on the Kentucky School Accountability System: increase TK Stone Middle School’s Proficiency score from 45.2 to 62, the Separate Academic score from 50.7 to 55 and the Growth score from 9.4 to 9.5; increase Helmwood Height’s Separate Academic score 50.6 to 52.6, and the Growth score from 13.6 to 15.8; and increase Morningside Elementary’s Separate Academic score from 51.7 to 52.6.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p><b>Cooperative Learning Professional Development:</b> Lead Teachers will participate in professional development training that will focus on cooperative learning strategies for classroom instruction.</p>	<p>Certificate of Attendance for Professional Development</p>		<p>Title II funds</p>
		<p><b>Cooperative Learning focused PLCs:</b> The Assistant Superintendent for Student Learning will provide ongoing train-the-trainer sessions to Lead Teachers by holding monthly sessions. Lead Teachers will, in turn, facilitate monthly PLC sessions with their assigned team centered on the design and implementation of the engaging quality of learning with others.</p>	<p>Teacher PLC attendance notes</p> <p>L2L classroom data that shows an increase in the percent of classroom observations in which cooperative learning (learning with others) is implemented as an engaging quality by 10%.</p>		<p>Title II funds</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p><b>Vocabulary Instruction:</b> The district will support schools in establishing a process to identify essential curricula vocabulary as well as practices to ensure high yield instruction vocabulary development strategies occur intentionally on a regular basis.</p>	<p>Vocabulary lesson plans, observations of vocabulary lessons</p>		<p>NA</p>
		<p><b>Culturally Relevant Instruction:</b> The district will provide professional development that works to build an awareness of African American cultural characteristics, culturally relevant learning environments, and culturally responsive teaching strategies.</p>	<p>Observations that show an increase in the implementation of culturally responsive teaching strategies and improved culturally relevant learning environments.</p> <p>Decrease in African American behavior events and suspensions</p>		<p>Title I and Title II</p>
	<p>KCWP5: Design, Align, and Deliver Support</p> <p>KCWP6: Establishing Learning Culture and Environment</p>	<p><b>Turnaround Leadership Development:</b> The district will support each school's administration by providing ongoing professional learning that focuses on best practice leadership strategies. The learning will aid in the overall effectiveness of principals and assistant principals when leading school improvement. Professional learning will include, but not be limited to, monthly Lunch n' Learn sessions and 30 60 90 meeting with the Assistant Superintendent for Student Learning.</p>	<p>Administrator attendance documents and observations of administrators implementing practices learned.</p>		<p>Title II</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p><b>Advisory Team(s):</b> The district will develop a plan for incorporating local African American community members in an advisory role for the district in developing a comprehensive plan for addressing the gap issue with African American students.</p>	<p>Advisory team members lists, agendas, notes from meetings, comprehensive plan</p>		
		<p><b>Family and Community Engagement:</b> The district will work with schools to develop and implement a plan for increasing meaningful collaboration with African American families and community members.</p>	<p>Events, contacts, and communication documents</p>		<p>Title I</p>
		<p><b>Teacher Quality:</b> The district will establish workplace conditions that attract diverse staff to include review of annual salaries for possible improvement, creation of Future Teacher's Club, encouragement of diverse students to consider Fundamentals of Teaching Pathway, and development/practices of policies and procedures that emphasize inclusivity.</p>	<p>1% gain in minority staffing</p>		<p>General Funds</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p><b>Instructional Coach:</b> The district will explore the possibility of hiring an Instructional Coach to assist teachers in TSI schools with increasing the quality and quantity of instructional practices. The work of the coach would focus on teacher mentoring and feedback regarding the implementation of the district's model of instruction, cooperative learning, and culturally relevant strategies.</p>			Title I
		<p><b>Equal Access:</b> The district will support each school in determining areas in which equal access for African American students may not be present and, in turn, support schools in developing and implementing strategies for reducing the identified inequities.</p>	Documents identifying equal access issues and plans that address them		NA

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 2: By 2019, increase student achievement for the <b>Disability</b> student subgroup at each EIS school as follows as measured by the proficiency indicator on the Kentucky School Accountability System: increase Elizabethtown High School's Proficiency score from 22 to 40; TK Stone Middle School's Proficiency score from 30.2 to 62, the Separate Academic score from 29.9 to 55 and the Growth score from 5.5 to 9.5; increase Helmwood Height's Proficiency score from 50.7 to 60.5, the Separate Academic score from 49.6 to 52.6, and the Growth score from 13.6 to 15.8.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p><b>Cooperative Learning Professional Development:</b> Lead Teachers will participate in professional development training that will focus on cooperative learning strategies for classroom instruction.</p>	<p>Certificate of Attendance for Professional Development</p>		<p>District Title II funds</p>
		<p><b>Cooperative Learning focused PLCs:</b> The Assistant Superintendent for Student Learning will provide ongoing train-the-trainer sessions to Lead Teachers by holding monthly sessions. Lead Teachers will, in turn, facilitate monthly PLC sessions with their assigned team centered on the design and implementation of the engaging quality of learning with others.</p>	<p>Teacher PLC attendance notes  L2L Data with an increase of 10%</p>		<p>District Title II funds</p>
		<p><b>Vocabulary Instruction:</b> The district will support schools in establishing a process to identify essential curricula vocabulary as well as practices to ensure high yield instruction vocabulary development strategies occur intentionally on a regular basis.</p>	<p>Vocabulary lesson plans, observations of vocabulary lessons</p>		<p>NA</p>
		<p><b>Specially Designed Instruction:</b> The district will provide professional development for regular and special education teachers on how to effectively design and implement SDI as well as co-teaching instructional models. The district will support school administration in ensuring delivery and assessment measures provide for individual student needs as indicated in IEPs.</p>	<p>Special Education teacher lessons plans  Special Education resource and co-teaching classroom visits and observations</p>		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<p>KCWP5: Design, Align, and Deliver Support</p> <p>KCWP6: Establishing Learning Culture and Environment</p>	<p><b>Turnaround Leadership Development:</b> The district will support each school’s administration by providing ongoing professional learning that focuses on best practice leadership strategies. The learning will aid in the overall effectiveness of principals and assistant principals when leading school improvement. Professional learning will include, but not be limited to, monthly Lunch n’ Learn sessions and 30 60 90 meeting with the Assistant Superintendent for Student Learning. In order to increase leadership in the area of special education services, the Director of Special Education will attend the first 30 60 90 meeting of each semester.</p>	<p>Administrator attendance documents and observations of administrators implementing practices learned.</p>		<p>Title II</p>
		<p><b>Family and Community Engagement:</b> The district will work with schools to develop and implement a plan for increasing meaningful collaboration with families of children with disabilities and community members.</p>	<p>Events, contacts, and communication documents</p>		<p>Title I</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 3: By 2020, decrease the percent of <b>behavior</b> events for the following student subgroups as measured in Infinite Campus:  African American from 33% to 13%; low income students from 79% to 54%; and disability from 29% to 12%.</p>	<p>KCWP5: Design, Align, and Deliver Support</p>	<p><b>Trauma Sensitive Schools:</b> The district will support each school in providing a school environment that is sensitive to the immediate, short-term, and long-term needs of students experiencing chronic and/or acute stress and traumatic events through ongoing professional development.</p>	<p>Professional Development  Certificates of Attendance   School observations and site visits</p>		<p>Title II</p>
		<p><b>Handle with Care:</b> The district will ensure ongoing coordination with community law enforcement and support agencies to implement the Handle with Care communication program.</p>	<p>Handle with Care notices</p>		<p>NA</p>
		<p><b>Accommodations and Modifications:</b> The district will provide professional development to all special education teachers on how to effectively teach students with disabilities how to access their accommodations and modifications as specified in their IEP. Training will also include an emphasis on effective implementation of accommodations and modifications with students through the school year during daily class learning and assessments.</p>	<p>Progress monitoring documentation for students with disabilities</p>		<p>Title II  IDEA</p>

#### 4: Graduation rate

Goal 4: *By 2019, maintain and/or improve the high school graduation rate so that all demographic groups meet the state defined cut score within the Kentucky School Accountability System.*

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, increase the graduation indicator for the Disability student subgroup from 70 to 85.	KCWP1: Design and Deploy Standards	<b>Priority Standards:</b> The district will identify priority standards in which students with disabilities will receive focused instruction. The district will ensure that priority curricula delivery and assessment measures provide for pertinent information for these students and that implementation is monitored.	Priority Standards document  Lesson plans and pacing guides		General Funds
	KCWP2: Design and Deliver Instruction	<b>Specially Designed Instruction:</b> The district will provide professional development for regular and special education teachers on how to effectively design and implement SDI as well as co-teaching instructional models. The district will support school administration in ensuring delivery and assessment measures provide for individual student needs as indicated in IEPs.	Special Education teacher lessons plans  Special Education resource and co-teaching classroom visits and observations		Title II

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP5: Design, Align and Deliver Support	<p><b>Special Education Portfolios:</b> The district will develop a protocol for collecting student evidence for students with disabilities beginning in 9<sup>th</sup> grade. The portfolio will contain evidence as outlined in the Kentucky High School Graduation requirements provisions for students who may not meet minimum benchmark criteria.</p>	Student portfolios		NA
		<p><b>Transition Readiness for Alternate Assessment Students:</b> The district will develop and implement a Transition Readiness Program for all students with disabilities including Alternate Assessment students according to KDE exceptional work experience requirements. The district will utilize community partnerships and resources such as employment specialists and Project Search.</p>	District Transition Readiness plan document and logs of student work experience hours		General Funds
		<p><b>Accommodations and Modifications:</b> The district will provide professional development to all special education teachers on how to effectively teach students with disabilities how to access their accommodations and modifications as specified in their IEP. Training will also include an emphasis on effective implementation of accommodations and modifications with students through the school year during daily class learning and assessments.</p>	Progress monitoring documentation for students with disabilities		Title II IDEA

## 5: Growth

Goal 5: By 2019, increase the Growth Indicator score for each applicable EIS school by 1 point as measured by the Kentucky School Accountability System.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
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Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, increase student achievement at each EIS school as follows as measured by the <b>Growth</b> indicator on the Kentucky School Accountability System: increase TK Stone Middle School's score from 11.8 to 12.8; increase Helmwood Height's score from 16.8 to 17.8, and Morningside Elementary's score from 17.1 to 18.1.	KCWP1: Design and Deploy Standards	<b>Core Curriculum:</b> The district will facilitate ongoing review of curricula that includes the writing of learning targets for the purpose of scaffolding low, middle, and high cognitive demand and identifying priority standards.	Curricula revisions and documents		General Funds
	KCWP2:	<b>Model of Instruction:</b> The district will develop a model of instruction for school/teacher implementation. Additionally, the district will establish a process for ensuring monitoring measures are in place to support high fidelity teaching to the curriculum by way of observations, classroom data, and standards mastery checks.	Model of Instruction document  Classroom visits and observations		NA

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP3:	<p><b>District Common Assessments:</b>            The district will develop common assessments for K-12 in the subjects of ELA and Math based on identified priority standards. Quarterly assessments of a priority standard will be administered at the end of each 9-week term to assess student understanding and provide data to classroom teachers for adjustments of core instruction and planning of re-teaching needs.</p>	<p>Common Assessment documents</p> <p>Spreadsheets with student scores</p>		NA
Objective 2	KCWP6:	<p><b>PLCs:</b> The district will support each school in developing and facilitating a process by which teachers are regularly reviewing data and utilizing results to plan for intervention, re-teaching, and enrichment. The process will include reviewing data by whole group as well as demographic subgroups.</p>	<p>PLC protocol documents</p> <p>PLC minutes/notes/sign in sheets</p>		NA

## 6: Transition Readiness

Goal 6: *By 2019, increase the Transition Readiness indicator score for each applicable EIS school by 3 points as measured by the Kentucky School Accountability System.*

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Objective 1: By 2019, increase student achievement at each EIS school as follows as measured by the Transition Readiness indicator on the Kentucky School Accountability System: increase the score for Elizabethtown High School from 71.4 to 74.4.	KCWP1: Design and Deploy Standards	<b>Essential Skills Programs:</b> The district will establish Essential Skills curriculum for all grade levels that includes workplace, life, and social/emotional skills.	Essential Skills Curriculum document		NA
		<b>Career Pathways:</b> The district will support and assist in reviewing the current career pathways available to students. Considerations will be made to align offerings with high student interest, community needs, and diverse students' capabilities so that the comprehensive program includes both academic and trade pathway options.	Elizabethtown High School course catalog		NA

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP5: Design, Align, and Deliver Support	<b>Transition Readiness for Alternate Assessment Students:</b> The district will develop and implement a Transition Readiness Program for all students with disabilities including Alternate Assessment students according to KDE exceptional work experience requirements. The district will utilize community partnerships and resources such as employment specialists and Project Search.	District Transition Readiness plan document and logs of student work experience hours		General Funds

**7: Other (optional)**

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					