



KDE Comprehensive Improvement Plan for Districts

Erlanger-Elsmere Independent

500 Graves Ave
Erlanger, KY 41018

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system'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 school system serves?

The Erlanger-Elsmere School District serves the communities of Erlanger and Elsmere, two parallel cities in Northern Kentucky. The Erlanger-Elsmere Schools and surrounding neighborhoods enjoy a small-town, community-centered environment - yet have the benefits of a large city. Interstates 75 and 275 pass almost through the middle of the city of Erlanger. The distance from both communities to downtown Cincinnati is approximately eight miles, so the proximity with Cincinnati places both cities in the center ring of suburban communities in the Cincinnati Metropolitan area. Our district consists of seven schools that include four elementary schools (P-5), a middle School (6-8), and one high school (9-12), as well as an alternative school (6-12): Arnett Elementary, Howell Elementary, Lindeman Elementary, Miles Elementary, Tichenor Middle School, Lloyd Memorial High School, and Bartlett Educational Center. The districtwide preschool program is housed at Arnett Elementary School, with a secondary Early Learning Center housed at Lloyd Memorial High School, in collaboration with Children's, Inc.

Since we are a medium-sized community district with seven schools and approximately 2,300 students, we have the luxury of being a district of optimal size for our students. Consequently, we are able to know all students by name and individualize their education according to their talents, interests and needs. Our staff members are dedicated, progressive, and informed. Our local communities of Erlanger and Elsmere are extremely supportive and involved in our schools.

Over six percent of our students are English Language Learner students, as the Erlanger-Elsmere School District hosts the highest percentage of ELL students in Northern Kentucky, and the eighth - highest percentage in the commonwealth. With a minority student population of 26%, and with 71.2% of our students qualifying for the free/reduced lunch program, we are privileged to serve a culturally diverse population of about 2,300 young people of varied socio-economic backgrounds, providing instruction to meet the needs of all students. Additionally, 15.4% of our students are receiving Special Education Services, and 9.2% of our students participate in our Gifted and Talented programs.

Each passing year finds our student demographics evolving and changing, requiring continual examination and evaluation of our instructional delivery imperative, as we evolve to face those challenges and meet the needs of our students. While serving this diverse student population, we emphasize the importance of providing equitable programs and opportunities for all. The district promotes multiculturalism and equity through initiatives focused on awareness and appreciation of diverse abilities, cultures, and traditions. All schools offer a wide variety of extra support services for students with special needs and students that are identified as English Language Learners, as well as those students with special gifts and talents. Annually, the district actively recruits minority certified staff by attending university job fairs and notifying college minority graduates of available positions.

One-hundred percent of our teachers are fully certified in their field, with 61.9% holding a master's degree or higher. Our average student-teacher ratio is 15:1, with the average teaching experience of our faculty being 10.7 years. Fourteen of our teachers are certified by the National Board for Professional standards, representing 9.4% of our teaching staff. Our teachers and staff are exceptionally dedicated and well - equipped as they serve each of our students. Our devoted teachers and staff take the time to get to know each student, treat him or her as an individual, and work with every student to ensure success.

Erlanger-Elsmere Independent Schools care about each student, and are deeply committed to each student's success. Our individualized approach to learning puts that care into action.

Beginning with preschool, teachers meet with each student individually and routinely, and use a variety of data to set academic goals, to provide interventions for those students not meeting proficiency goals, and to offer enrichment opportunities for students demonstrating high levels of mastery. This process is highly personal, taking each student's current level of learning and skills into account, and tailoring their educational experience to best meet their needs. We meet students where they are, set obtainable academic goals, and provide essential opportunities for all students to reach their highest potential.

Recognizing that "It Takes A Village To Raise A Child," providing the necessary resources and support to achieve these goals is a collective effort involving our teachers, administrators, counselors, Family Resource and Youth Service Center directors, outside agencies, community partnerships, and each parent. The Erlanger-Elsmere School District is enhancing and excelling our student's learning experiences through rigorous instruction, engaging art and music programs, college-career readiness opportunities and much, much more!

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The purpose of the Erlanger-Elsmere School District is best defined through our Vision and Mission Statements: Our mission is to embrace and attend to the individual needs of our students, regardless of the obstacles. Meeting these challenges requires that our schools and our district cooperatively seek ways to continually grow and improve. We envision that the Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential.

We hold high expectations for our students and our staff and work to maximize student learning and student achievement to ensure that every child is college and career ready. Students are our top priority and it is our mission to embrace and attend to their individual needs, regardless of the obstacles.

Our district's innovation and diversity enable us to provide high quality learning opportunities for our students that involve obtaining 21st century learning skills which include critical thinking, communication, collaboration and creativity. The innovation and student-focused leadership occurring in our schools provide a true advantage to our students. The added leadership and support from our dedicated Board of Education enable us to provide advanced placement classes, college dual-credit opportunities, and individualized learning to students. These are areas of great pride and success for our students and our district.

We recognize that a strong start ensures a successful future. Those first tentative steps into a preschool or kindergarten classroom may seem far removed from the confident steps across a graduation stage, but in the Erlanger-Elsmere Schools, we see the whole picture. We begin each student's educational pathway in preschool or Kindergarten with their high school graduation in mind, so by the time a child completes twelfth grade, they are poised to successfully transition to college or career.

Beginning in preschool and continuing through high school, teachers use a variety of assessment tools and work with students to: Set and evaluate academic goals; Offer enrichment opportunities for students demonstrating high levels of mastery; and provide early interventions when goals aren't met.

This approach is highly personal, taking each student's current level of learning and skills into account, and tailoring their educational experience to best meet his or her needs. We connect with students where they are, set obtainable academic goals, and provide essential opportunities for all students to reach their highest potential.

Demonstrating an unwavering commitment to success, the teachers, staff, and administration of the Erlanger-Elsmere Schools are dedicated to ensuring success however it looks for each student, whether it's higher test scores, more challenging academic coursework, or inspiring supplemental activities. As noted below, we accomplish this through our focus on continuous evaluation and assessment; advanced coursework; extracurricular engagement; investment in technology; and personal attention:

CONTINUOUS EVALUATION AND ASSESSMENT - The Erlanger-Elsmere Schools use state-of-the-art national and state evaluation tools to monitor learning benchmarks and mastery of skills for each student.

ADVANCED COURSEWORK - Our schools offer accelerated, college-prep, advanced placement, and honors courses: high school courses
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are offered for our middle school students; and college courses for our high school students to challenge them at the highest levels.

EXTRACURRICULAR ENGAGEMENT - Erlanger-Elsmere Schools engage students with a wide range of co-curricular and community service activities - offered without fees - to extend learning beyond the classroom. Participation in activities including athletics, the arts, academics, leadership and service learning projects cultivate well-rounded students who take an active role in their community.

INVESTMENT IN TECHNOLOGY - New high-tech classrooms greet our students. Fully wireless Internet connects our students to the world. Computer-based teaching and access to virtual libraries, databases and learning resources ensure they gain knowledge critical to success in the 21st century.

The Erlanger-Elsmere School District provides a great place for students to learn and grow. We strive to do whatever it takes to ensure that all of our students are continuously progressing and learning. We enthusiastically look forward to the opportunities of continued partnership with our parents and our community in preparing our students for the future.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Annually for well over a decade, the Erlanger-Elsmere School District has been designated as a recipient of the "What Parents Want Award" by SchoolMatch of Columbus, Ohio. SchoolMatch by Public Priority Systems, Inc. is a research and database service company that collects, audits, integrates, processes and manages information about public and private elementary and secondary schools. SchoolMatch, an independent, nationwide service, helps corporate employee families find schools that match the needs of their children. SchoolMatch also has conducted more than 1000 Educational Effectiveness Audits of school systems throughout the country and assists corporations with site selection studies. SchoolMatch maintains information on every public school system throughout the nation. The service is offered as an employee benefit by about 600 companies, including Office Depot, Ernst & Young, Hewlett Packard, KPMG Peat Marwick, Nationwide Insurance, and Cinergy Corporation.

The "What Parents Want Award" is presented to schools and districts that meet characteristics of those features that parents indicate they most want to find in a school or district. Those characteristics have been determined through the compilation of over 95,000 parent questionnaires, and have been identified as: competitive in academic test scores and academically solid, but not so rigorous as to intimidate their children; accredited; recognized for excellence by a national foundation or by the U.S. Department of Education; competitive in teacher salaries; above average in instructional expenditures on a national percentile basis; above average in expenditures for library/media services on a national percentile basis; and known for small class sizes.

According to SchoolMatch, the Erlanger-Elsmere School District is one district among only 16% of the nation's 15,571 public school districts that has been recognized for meeting the needs of families choosing schools. Nationally, of the 15,571 public school districts, the Erlanger-Elsmere School District joined 2,437 other school districts in receiving the "What Parents Want Award" from SchoolMatch.

In 2011 and 2013, the Kentucky Department of Education administered the Teaching, Empowering, Leading, and Learning Survey (TELL), a nationally recognized survey used to measure teacher engagement and support, instructional practices, leadership, community engagement, student conduct, facilities, and other factors. In 2013, the Erlanger-Elsmere School District was one of a very small number of Kentucky school districts that garnered a 100% participation rate. Additionally, as a result of the survey, Arnett Elementary School was recognized in 2011 and 2013 as one of the top schools in Kentucky. In 2013 Arnett was the only elementary school in Northern Kentucky on the top-tier list, and one of only two schools in Northern Kentucky that made the list. Kentucky Commissioner of Education Terry Holliday made the announcement after a five-phase review process that resulted in the selection of 49 exemplary schools across the state.

Additionally our school district has been recognized by the Kentucky Department of Education for its partnerships with KDE in piloting for implementation various state initiatives such as Kentucky's Continuous Instructional Improvement Technology System (CIITS), and the Professional Growth & Effectiveness System (PGES). As a result of the expertise of some of our staff members relating to the local work in implementation of the Common Core Standards, the Erlanger-Elsmere School District and staff members from our district have been featured in Education Weekly, as well as School Improvement Network's PD 360; and Knowledge Delivery System's "Grading And Reporting For All Students," featuring Dr. Thomas Guskey.

In 2010 and 2011 the Erlanger-Elsmere School District was also recognized by the Northern Kentucky NAACP with the Education Partner [Award for Enhancing Diversity in Education, with Tichenor Middle School's principal, Mr. Bryant Gillis, receiving the individual award in 2012.](#)
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Our Superintendent, Dr. Kathy Burkhardt was awarded the Albright Award in the Spring of 2011, and one of our elementary school principals, Mr. Michael Shires was awarded the One-To-One Literacy Award in the Spring of 2012. In 2014, Erlanger-Elsmere teachers Jackie Butts and Barbara Taylor were among the 13 recipients in Northern Kentucky of the "Golden Apple Award," coordinated through Northern Kentucky's "Excellence in Education." Additionally in 2014, Lindeman Elementary Kindergarten teacher, Jennifer Martin was the recipient of WLWT News 5's "Teacher of the Week" recognition. Also, during the 2014-2015 school year, Lloyd Memorial High School's Ms. Rhonda Smith was named Kentucky's High School Physical Education Teacher of the Year.

In 2013 the Erlanger-Elsmere Schools lead a collaborative effort of four school districts through the Northern Kentucky Wellness Alliance's Physical Education Program (PEP). The district serves as the fiscal agent for a \$2.1 million grant from the Carol M. White Physical Education Program of the U.S. Department of Education to be shared among Erlanger-Elsmere, Beechwood, Ludlow, and Silver Grove schools until 2016. The grant funding assists our districts with physical education and nutrition education programs to increase student's daily physical activity, cardiovascular fitness levels, and consumption of fruits and vegetables: before, during, and after school. The program impacts nearly 4,400 students across the four participating districts. Working together to help these students be fit, the four school districts make an impact on health problems from obesity facing students in Northern Kentucky - now and in the future. With instructional impact, evidence shows that, when students are healthier, their academic achievement increases. To help meet the goals, the program utilizes school-based Youth Councils and Wellness Integration Networks, as well as regional resources and committees. The program supports strategies that impact two major areas -- nutrition and wellness.

In a 2014 energy management report presented by the Kentucky School Boards Association, Erlanger-Elsmere Schools was ranked the 17th most efficient of 160 school districts in the state. This is an improvement of more than 30 spots since 2011, when the district ranked 47th.

U.S. News & World Report named Lloyd Memorial High School in its 2014 list of Best High Schools in the country. Lloyd was one of only four high schools in Boone, Campbell and Kenton counties to be recognized in the U.S. News & World Report 2014 national rankings. The national publication awarded Lloyd a bronze medal. Researchers for U.S. News began with a list of 31,242 public high schools in all 50 states and the District of Columbia. By the time the researchers finished their analysis, U.S. News chose only 4,707 schools - or 27 percent - as the highest-ranking schools in the nation. Lloyd Memorial High School is on that list. U.S. News & World Report is a news magazine in its ninth decade. For the past 30 years, it has become known for its influential rankings of colleges and annually publishes its ranking of U.S. academic institutions. To determine the high school rankings, U.S. News teamed up with a research organization, American Institutes for Research. The researchers implemented a methodology based on the key principles that a great high school must serve all of its students well, not just those who are college bound, and that it must be able to produce measurable academic outcomes to show the school is successfully educating its student body across a range of performance indicators.

During the 2014-15 school year, Lloyd Memorial increased their Advanced Placement offerings, now offering AP Literature, U.S. History, Environmental Science, Physics and Statistics. In addition, students will receive a \$100 cash reward for each score of 3 or higher on the end of the year AP tests in Literature, Environmental Science, Physics and Statistics. Additionally, the school continues to offer dual college credit courses from Northern Kentucky University and/or Gateway Community and Technical College. Students receive high school credit and college credit for these courses. Offered courses include English 101 and American Politics at NKU, and additional courses which vary from year to year. Any Lloyd student who has met the prerequisites can enroll in dual credit courses. But beginning with the 2014-15 school year, students also earn a dual credit "scholarship" from the school. Students who qualify for this scholarship and who earn a final grade of "A" or "B" on a dual credit course have the tuition for the course paid for by the school (Student's family will still need to purchase any required texts). In order to qualify, a student must be a senior enrolled in at least one AP course.

In 2014 Tichenor Middle School earned the American School Counselor Association's ASCA Model Program (RAMP) designation. The ASCA RAMP designation is a national recognition. Tichenor joins more than 400 other schools nationwide to have earned this recognition,

but it is only the second school in the state of Kentucky to earn RAMP designation and the first in the Northern Kentucky and Greater Cincinnati Region. To earn the distinction a school must submit a rigorous self-study to ASCA covering twelve different rubric areas, including program goals, and evaluation of classroom guidance interventions and small group interventions. RAMP designation is a distinct indicator of how a school counseling program impacts student achievement and success. Tichenor Middle School holds the RAMP designation until June 2017, at which time they will submit a self-study again to receive re-designation.

Also in 2014, the Erlanger-Elsmere School District received the "Healthy Smiles Award" at the Northern Kentucky Children's Oral Health Summit for the district's school-based health clinic partnership with HealthPoint Family Care. The district partnered with HealthPoint to operate a dental health clinic for students. The dental clinic - along with a similar health clinic within the district - helps minimize the impact of health and dental issues on learning, and also provides another convenient care option for students and their families.

In a major emphasis to increase Kindergarten Readiness, the Erlanger-Elsmere Schools implemented significant programs beginning in the summer of 2014, in preparation for 2014-15 school year. In collaboration with United Way and Success By Six, the "Me and My School" program began in the summer prior to the beginning of the school year in order for new kindergarten students to be better prepared for the 2014-15 school year. The program supports children with learning, reading and self-regulating skills in the essence of three goals: ensuring a successful transition for students entering the school setting; identifying and reducing learning gaps related to literacy, numeracy, and language; and supporting academic achievement by supporting the parents and families in the home setting. Additionally, in collaboration with Northern Kentucky's Children's Inc., the district established the Erlanger-Elsmere Early Learning Center at Lloyd Memorial High School. The Early Learning Center is a high quality educational program that is open to 3, 4, and 5-year old pre-kindergarten children in collaboration with Children's Inc., Head Start, and other community agencies.

On an individual student basis, Erlanger-Elsmere students have won various awards in academics, fine arts, and athletic competitions. Students are recognized throughout the year at their schools and at school board meetings.

Our focus for district improvement is based on KDE's "Unbridled Learning Model - Next Generation Learners": Achievement, Gap Reduction, Growth, College and Career Readiness, and Graduation Rate, as well as the "Next-Generation Instructional Programs & Support" component including improvement in Primary Programs, Writing, Arts & Humanities, Practical Living/Career Studies and World Languages, based on the Program Review model. Additionally, as the "Unbridled Learning Model" expands to include the proficiencies of our teachers and administrators as measured through the "Unbridled Learning" Model's "Next-Generation Professionals" model, we'll be focusing further in this arena.

When "Unbridled Learning" assessment data was released in October of 2012 for the 2011-12 school year, our district received a score of 50.5, placing our district in the 21st percentile, and classifying our district as needing improvement. Of our 6 schools, five were categorized as needing improvement, Howell Elementary (48th percentile); Lindeman Elementary (51st percentile); Lloyd Memorial High School (47th percentile); Miles Elementary (67th percentile); and Tichenor Middle School (5th percentile). One of our schools was categorized as proficient, Arnett Elementary (70th percentile). In addition, Tichenor Middle School was identified as a Focus School with the Student Gap Group Score in the lowest 10 percent in the state, and with students with learning disabilities in reading underperforming in the third standard deviation below the state mean.

When "Unbridled Learning" assessment data was released in September of 2013 for the 2012-13 school year, our district received a score of 55, moving our district to the 50th percentile, but still categorized as needing improvement. Of our 6 schools, five were categorized as needing improvement: Arnett Elementary (55th percentile); Howell Elementary (46th percentile); Lindeman Elementary (17th percentile); Miles Elementary (63rd percentile); and Tichenor Middle School (17th percentile). One of our schools was categorized as Distinguished, Lloyd Memorial High School (90th percentile). The Erlanger-Elsmere School District, as well as two of our schools met the state's Annual

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Measurable Objective (AMO): Tichenor Middle School and Lloyd Memorial High School. In addition, the Erlanger-Elsmere School District and Tichenor Middle School were deemed "Progressing," having met their AMO and other qualifying factors. Also, Tichenor Middle School earned the title of "High Progress School," as the school fell into the top 10% in the state of schools making progress.

As "Unbridled Learning," assessment data was released in September of 2014 for the 2013-14 school year, our district received a score of 66.5, moving our district to the 61st percentile, but still categorized as needing improvement. Of our 6 schools, four were categorized as needing improvement: Howell Elementary (32nd percentile); Lindeman Elementary (65th percentile); Miles Elementary (53rd percentile); and Tichenor Middle School (33rd percentile). Two of our schools were categorized as Proficient: Arnett Elementary (77th percentile) and Lloyd Memorial High School (89th percentile). The Erlanger-Elsmere School District, as well as four of our schools met the state's Annual Measurable Objective (AMO): Arnett Elementary, Lindeman Elementary, Tichenor Middle School, and Lloyd Memorial High School. In addition, Arnett Elementary, Lindeman Elementary, Tichenor Middle School, and Lloyd Memorial High School were deemed "Progressing," having met their AMO and other qualifying factors. Additionally, it is notable that Lindeman Elementary jumped nearly 11 points in their overall score and 41 points in percentile from the previous year; Lloyd Memorial was one of only 12 High Schools in the state that made a perfect weighted score of "20" on the college-career readiness piece of the "Next Generations Learner" model; and all 6 schools made a perfect weighted score of "20" on the program review portion of "Next Generation Learners." Howell Elementary School and Tichenor Middle School were designated "Focus Schools."

As we utilize this data, our guiding questions continue to be:

-Are our students achieving in reading, math, science, social studies and writing?

-Are we helping them grow in academic prowess year after year compared to their peers in other districts?

-Are we closing any achievement gap that might exist for students who are ethnic minorities, live in poverty, have limited English proficiency or require special education?

-Are we preparing our students to be ready for college and careers?

-Are we graduating students on time?

The Erlanger-Elsmere School District has identified all of these areas for improvement and is committed to meeting this challenge with each endeavor and action we take.

Additional Information

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

BEYOND HIGH SCHOOL: COLLEGE AND CAREER READINESS FOR ALL

Comments Provided By Dr. Kathy Burkhardt, Superintendent

Spring, 2014

Erlanger-Elsmere Independent recently reached an index of 100 for College and Career Readiness at Lloyd Memorial High School! This is a superb achievement. To put it in perspective, the average index for Kentucky high schools was 54.1% in 2012-13.

The college and career readiness goal is one that all schools pursue throughout the year. What does this mean and when does it begin?

The state of Kentucky defines a career-ready student as one who has achieved preparatory status for a career or technical education major and has reached benchmarks on the WorkKeys Assessment or ASVAB and KOSSA or an industry certification. A college-ready student is one who has reached state benchmarks on one of three assessments which include ACT, COMPASS, or KYOTE.

Each high school and school district receives points for the number of students who are college and career ready. These points are used to calculate an index for each high school and school district. We are proud of the Lloyd students who have worked hard to be college and career ready, and the families, teachers, staff and administrators who support them.

Erlanger-Elsmere Schools believe in our students and invest numerous resources in assisting them in becoming college and career ready. Dual credit opportunities at both Northern Kentucky University and Gateway Community & Technical College are allowing our students to graduate with college credits. We also provide career and technical opportunities for our students on site and at the state Career and Technical Center in Boone County.

We are continuously pursuing more and more opportunities for our students. We added more Advanced Placement Courses for the 2014-15 school year and working on an additional dual credit partnership with Thomas More College. With these added options, we will be able to provide students with the opportunity to earn up to 36 college credits before they even leave high school - and at little or no cost to our parents!

At the middle school level, Tichenor students have additional opportunities to take courses at Lloyd High School during the 2014-15 school year. In terms of career readiness, we are participating with Gateway to allow our middle school students to be involved in STEM (Science, Technology, Engineering, and Mathematics) and STEAM (Science, Technology, Engineering, Arts, and Mathematics) events, and to attend a summer STEM camp located at Gateway.

Although college and career readiness is measured at the high school level, we know it begins much earlier during infancy and early childhood with developmental milestones. For this reason, we are also focusing on adding more after-school opportunities and additional supports for early learning. We currently offer toddler school sessions for toddlers and parents at our preschool one day a week and a Toyota Bornlearning Academy for parents through our Family Resource Center. In the summer, we are providing Me and My School [Transitional Summer Programs for incoming kindergarten students to help better prepare them for the school year and beyond.](#)

In our district, we are striving to bring support, acceleration, and enrichment to the youngest children in our community as well as the children already enrolled. We are reaching out to the community to collaborate in order to prepare our children prior to the moment students enter our doors.

Everything we do - at every level - is about preparing our students for bright futures beyond graduation.

BY THE TIME A CHILD ENTERS KINDERGARTEN, HE OR SHE MAY ALREADY BE BEHIND

Comments Provided By Dr. Kathy Burkhardt, Superintendent

Fall, 2014

Those crucial years between birth and age 5 are the time when the brain is becoming hard-wired and vital connections in the brain are being formulated. If children start out behind in kindergarten, they are already at an extreme disadvantage.

However, an extensive body of brain research exists which illustrates that all children are at an advantage if they are provided with high quality, engaging, developmentally appropriate learning experiences during the years from birth to kindergarten. Knowing this, the Erlanger-Elsmere School District has been working to develop programs and partnerships to share this information and help provide these high quality learning experiences prior to kindergarten.

The most exciting new development is our new partnership with Children, Inc. which provides an Early Childhood Learning Center located in the Erlanger-Elsmere School District! This provides even more children with high quality learning experiences during these important times of learning and brain development.

We know that only about half of our incoming kindergarten students are in early childcare programs prior to kindergarten. We hope that this new learning center will be able to address this unmet need and reach more children.

In addition to the Children, Inc. Early Learning Center, other initiatives are in place in the Erlanger-Elsmere School District that focus on early childhood learning opportunities for children and families. They include:

- ERLANGER-ELSMERE PRESCHOOL PROGRAM, for 3 and 5 year-olds who qualify based on state guidelines. This program is housed at Arnett Elementary.

- ME AND MY SCHOOL PROGRAM, sponsored by United Way and Success by Six. This four-week summer program for the school district's incoming kindergarteners gives them a head start for school. Some components continue throughout the school year.

- PRE-KINDERGARTEN SUMMER PROGRAMS, for additional incoming kindergarteners throughout the district.

- TODDLER SCHOOL, for children ages 12 months to 3 years, held in Friday sessions.

- BORNLEARNING ACADEMIES, at Howell Elementary and Lindeman Elementary, open to any parent or guardian who is expecting or already has children.

- PARTNERSHIPS with Northern Kentucky Head Start and local childcare providers to collaborate and share ideas to prepare all children for kindergarten.

- 21st CENTURY LEARNING CENTERS, located at Arnett and Howell which provide summer programs and before and after-school programs through partnership with the YMCA.

- ERLANGER-ELSMERE FAMILY RESOURCE CENTER programs and resources

If you would like to find out more about any of these programs, please contact the Erlanger-Elsmere Board of Education.

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Overview

Plan Name

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Plan Description

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The Erlanger-Elsmere School District Will Meet Combined Proficiency Gap Delivery Targets In Reading and Mathematics By Spring Of 2017	Objectives: 1 Strategies: 8 Activities: 64	Organizational	\$942888
2	The Erlanger-Elsmere School District Will Meet Its Annual Measurable Objective (AMO) By The Spring Of 2015 And Its Combined Proficiency State Delivery Targets In Reading and Mathematics By Spring Of 2017	Objectives: 2 Strategies: 23 Activities: 50	Organizational	\$4750250
3	The Erlanger-Elsmere School District Will Meet Its State Goal And Delivery Targets Relating To Graduation Rates By Spring Of 2015	Objectives: 1 Strategies: 4 Activities: 14	Organizational	\$292500
4	The Erlanger-Elsmere School District Will Meet Its State Goal & Delivery Targets Relating To The Percentage Of Students That Are College And Career Ready By Spring Of 2015	Objectives: 1 Strategies: 1 Activities: 11	Organizational	\$49000
5	The Erlanger-Elsmere School District Will Increase Parental Involvement And Community Engagement	Objectives: 1 Strategies: 2 Activities: 38	Organizational	\$431481
6	The Erlanger-Elsmere School District Will Increase The Percentage Of Effective Teachers As Measured By Kentucky's Professional Growth And Evaluation System (PGES) By 2020.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$31072
7	The Erlanger-Elsmere School District Will Increase The Percentage Of Effective Principals As Measured By Kentucky's Principal Professional Growth And Evaluation System (PPGES) By 2020.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$7200

Goal 1: The Erlanger-Elsmere School District Will Meet Combined Proficiency Gap Delivery Targets In Reading and Mathematics By Spring Of 2017

Measurable Objective 1:

collaborate to ensure that the Erlanger-Elsmere School District meets combined GAP proficiency state Delivery Targets in reading and mathematics in reducing all achievement GAPS: Elementary (68.6); Middle (58.5); High (69.4) by 05/31/2017 as measured by Kentucky School Report Card.

Strategy 1:

School Transitions - School transitional activities will help ensure that students are successful as they move from the elementary school level, to the middle school level and on to the high school level.

Category: Continuous Improvement

Activity - Transitions Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A District Transitions Team has been formulated with representation from each school consisting of counselors, FRYSC Directors, instructional coaches, special education staff and the preschool director. The team will work collaboratively to develop transitions programs that include multiple initiatives and activities at all levels for students, parents, and staff over an extended period of time. The focus is to ensure successful student transitions from early childhood (including Part C to Part B pre-school) to elementary school, from elementary school to middle school, from middle school to high school, from high school to college or career, and from the middle school and high school to and from the Bartlett Education Center, including students with disabilities. Schools: All Schools	Academic Support Program	01/24/2013	05/31/2017	\$2000	District Funding	Instructional Coordinator, Building Level Administrators, Counselors, Instructional Coaches, and FRYSC Directors

Strategy 2:

Differentiated Instruction - Differentiation of instruction to meet the individual needs of each student in reducing achievement gaps

Category: Integrated Methods for Learning

Activity - RTI-KSI Academic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop and revise recommended intervention pyramids that will provide scaffolded strategies to assure academic success of students and will provide the monitoring of progress data under the RTI (Response To Intervention) and the KSI (Kentucky System Of Interventions) models to make academic and intervention decisions for students Schools: All Schools	Academic Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	Director of Special Education, Asst. Supt, Principals, Instructional Coaches

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Activity - RTI-KSI: Behavioral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop and revise recommended intervention pyramids that will provide a sequence of strategies to address all aspects of the "whole student" (alternatives to suspension, school-wide behavioral supports; analysis of attendance, discipline, suspension, and expulsion rates, etc.) Schools: All Schools	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	Director of Special Ed., Asst. Supt, Principals, Instructional Coaches
Activity - AIMSweb	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued utilization of AIMSweb, along with other progress monitoring tools, at all School Levels as a method of progress monitoring students in the upper tiers of intervention and continue to provide training and support as needed Schools: All Schools	Academic Support Program	11/01/2012	05/31/2017	\$2500	District Funding	Principals, Counselors, Instructional Coaches
Activity - Orton-Gillingham	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of Orton-Gillingham and other research-based strategies (such as MARS) to teach reading at all grade levels for students in tier 3 intervention (or, as appropriate, students in specific target-gap areas such as students with disabilities), and provide continued training and professional development for related staff members Schools: All Schools	Academic Support Program	11/01/2012	05/31/2017	\$4000	District Funding	Director of Special Ed., Teachers
Activity - IEP-PSP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to provide instruction that is consistent with the core content, individual identified needs, and each student's IEP and/or PSP as evidenced by master schedules, lesson plans, and monitoring data Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, Instructional Coaches, & District Admin.
Activity - Special Education Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to analyze regular and special education practices, and English Language Learner practices, review existing IEPs, PSPs, student snapshots of accommodations, scores for quality in regard to rigor and appropriateness, and collaborate with parents: schedules/flex schedules will be analyzed and appropriately implemented that reflect the needs of individual learners & changes will be made as needed for continuous improvement Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Assist. Supt., Special Ed. Director, District ELL Staff

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Activity - ARC Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing support will continue to be provided for ARC chairpersons and administrators that work with discipline issues (Mentoring and Professional Development will be provided as needed on an individual basis at the school and district levels) Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	Special Ed. Director, Assist. Supt., NKCES
Activity - Special Education Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued utilization of the Special Education Instructional Coach/Facilitator to assist with implementation, monitoring, and training related to due process compliance (including, but not limited to IEP development, potential disproportionality areas, Child Find, etc.) Additionally, the coach/facilitator will consult with teachers and staff regarding research-based academic and behavioral instructional interventions for all learners (including, but not limited to students in target-gap areas such as Students with Disabilities.) Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$60000	District Funding	Director of Special Education
Activity - Due Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to conduct professional development training through the Northern Kentucky Cooperative for Educational Services for Chairpersons, evaluation personnel and special education providers in the areas of Evaluation procedures, Eligibility Requirements, and IEP Development/Progress Monitoring data collection procedures to ensure due process compliance and appropriate identification of students with disabilities Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	Director of Special Ed., Evaluation Personnel, Special Education Providers, & ARC Chairpersons
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration and inclusion will continue to increase at the elementary, middle, and high school levels for special education, ELL and general education; Monitoring will occur and include data such as grades, and individual student progress monitoring. The data will be utilized to improve instruction, provide intervention, and ensure the use of research-based effective instructional practices. Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Special Ed. Director, Assist. Supt., Principals, District ELL Personnel, Instructional Coaches
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers at all levels will receive additional training on research-based effective instruction and differentiation for all learners, including those students in specific target-gap groups such as students with disabilities Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$5000	District Funding	Ass. Supt., Director of Sp. Ed., Principals, Instructional Coaches
Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional research-based reading and math instruction for students in need of assistance will be implemented at all levels Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$2000	General Fund	Special Ed. Director, Asst. Supt., Principals, District ELL Personnel
Activity - Types of Learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners, including students in specific gap-target groups such as students with disabilities Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$1000	District Funding	Teachers, Principals, Instructional Coaches, District Admin., Special Education Director
Activity - Safe & Civil Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize district personnel, principals, counselors, instructional coaches, and key teachers in full-year training and implementation of "Safe & Civil Schools," to assist in developing better behavior management strategies in schools; learn effective classroom management procedures; implement school-wide positive behavior support and response-to-intervention for behavior; and design and implement a better school improvement plan. Form Crisis Teams in each school and have each member trained by a CPI Certified Trainer. The goals with the approach are that all students must be treated with dignity and respect; students should be taught the skills and behaviors necessary for success; motivation and responsibility should be encouraged through positive interactions and building relationships with students; and student misbehavior represents a teaching opportunity. Schools: All Schools	Professional Learning	09/03/2012	05/31/2017	\$4000	General Fund	District Personnel, Principals, Counselors, Instructional Coaches, CPI Certified Trainer, and Key Teachers

Strategy 3:

Positive Behavior Interventions - The strategy provides a research-based method of impacting student behavior, thus impacting academic improvement

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Category: Integrated Methods for Learning

Research Cited: Noted in text above

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	District & School Coordinators and Coaches
Activity - Coaching Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Selected Team Members will attend the KYCID PBIS Network Coaching Institute</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	School and District Teams
Activity - Why	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All new members of teams will receive 3 hours of "why" PBIS training</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	District and School Coordinators
Activity - District Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Other	11/01/2012	05/31/2017	\$0	No Funding Required	District Coaches & District Data Point of Contact
Activity - Publicity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Share and publicize PBIS Activities, internally and externally Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	District Coordinator, and School Coordinators
Activity - Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each PBIS Participating School will continue to review/revise their discipline policies Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	School SBDM Teams & School Coaches
Activity - SBDM Councils	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participating Schools' SBDM Councils will receive an overview of PBIS Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	School Coaches, Principals
Activity - New Staff Members	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new staff in participating schools will receive PBIS Training Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Bartlett Educational Center, Miles Elementary School, Lindeman Elementary School	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	School Coaches, Principals
Activity - Substitute Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	School Coaches, Principals
Activity - New Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>New school level administrators at the participating schools will receive training in PBIS.</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	District Coach, and Data Contact
<p>Activity - Discipline Data</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	DPP, Principals, Assistant Principals, Special Education Director
<p>Activity - Quarterly Meeting</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School PBIS Coaches will meet quarterly with the District PBIS Team.</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	District PBIS Coordinator and Coach
<p>Activity - Common Areas</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Schools will revise expectations for behavior in common areas as needed</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	School Teams and SBDM Councils
<p>Activity - Behavior Rewards</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	School Teams and SBDM Councils
<p>Activity - Student Needs</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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School teams will meet monthly to discuss student behavior and determine needs Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	School Teams, Principal, and SBDM Council
Activity - School Reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School teams will report data and successful strategies/interventions and share this information quarterly with the district team Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Other	11/01/2012	05/31/2017	\$0	No Funding Required	School Team
Activity - School Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities. Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	School Team, Principals, DPP, Supt.
Activity - High Referral Rates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction. Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director
Activity - Transportation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All bus drivers and aides will receive some training in PBIS Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	Trans. Director, Supt., DPP

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Activity - Behavior Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will track all behavior referrals in Infinite Campus for the purpose of data analysis. Schools: All Schools	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	Principal or Designee
Activity - Food Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All cafeteria workers and managers will receive an overview training in PBIS Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	District Food Service Manager, Supt. DPP
Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan for PBIS training for the school and district teams in the summer Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Other	11/01/2012	05/31/2017	\$0	No Funding Required	School and District Teams
Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach. Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Other	11/01/2012	05/31/2017	\$0	No Funding Required	School & District Teams
Activity - Analysis For Effectivess	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Other	11/01/2012	05/31/2017	\$0	No Funding Required	District and School Teams, Supt., DPP

Strategy 4:

Extended Learning Day - In collaboration with local agencies, after school programing will continue to be provided at the Middle School in targeting students in need of assistance and after school care

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Category: Persistence to Graduation

Activity - Boys & Girls Clubs: After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with local agencies, the Erlanger-Elsmere School District will continue to implement the Extended Learning Opportunities Program at the middle school to provide after school programming to all TMS students Monday-Friday after school. Schools: Tichenor Middle School	Other	09/04/2012	05/31/2017	\$50418	District Funding	Supt., Assist. Supt, Middle School Principals and Counselors

Strategy 5:

Target: ELL Populations - Activities will be designed to target growth in English Language Learners (ELL) students in the Erlanger-Elsmere School District

Category: Persistence to Graduation

Activity - KDE/WIDA Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize KDE and WIDA resources for training involving new and targeted staff members in working with English Language Learners at all Schools with ELL populations Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	District Title III Coordinator, Principals, Related Teachers and ELL Staff

Activity - ELL Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the awareness of the importance of ACCESS testing for regular education teachers, students, and parents (in much the way K-PREP is portrayed) Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$300	Title III	Asst. Supt., Dist. Title III Coordinator, ELL Staff, Principals

Activity - ELL Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to communicate students' ACCESS proficiency goals with stakeholders (students, parents, classroom teachers, ELL teachers) Schools: All Schools	Other	11/01/2012	05/31/2017	\$300	Title III	Asst. Supt., Dist. Title III Coordinator, Teachers, ELL Staff, Principals

Activity - ELL Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide intensive professional development to regular classroom teachers incorporating differentiation of instruction components and multicultural understanding (tiered lessons, scaffolding, vocabulary strategies, sheltered instruction observation protocol) Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$4000	Title III	Dist. Title III Coordinator, ELL Staff, Principals
Activity - Proficiency Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development to all teachers relating to English Language Proficiency Standards: - provide staff development regarding application of ELP Standards to Common Core Standards Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$1000	Title III	Asst. Supt., Dist. Title III Coordinator, Principals, Teachers, (ELL & Reg. Ed.)
Activity - Program Services Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue Program Services Plan to include student-specific goals for English language acquisition and content - provide staff development regarding implementation of PSPs Schools: All Schools	Other	11/01/2012	05/31/2017	\$500	Title III	Dist. Title III Coordinator, ELL Staff, Principals
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase collaboration among classroom teachers and ELL staff: provide staff development regarding the various co-teaching methods Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$2000	Title III	Dist. Title III Coordinator, Principals, Teachers (ELL & Reg. Ed.)
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue targeted progress monitoring (MAP, Common Assessments, K-PREP data, ACCESS, etc.) Schools: All Schools	Academic Support Program	09/03/2012	05/31/2017	\$500	Title III	Dist. Title III Coordinator, Principals, All teachers, Asst. Supt.
Activity - Target Achievement Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Identify and target achievement gaps in core content areas Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$0	No Funding Required	Dist. Title III Coordinator, Principals, All Teachers, Asst. Supt.
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and monitor protocol and specific procedures regarding referrals for evaluations related to potential special education identification for students who are ELL ensuring the use of appropriate research-based instructional interventions. Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$0	No Funding Required	Asst. Supt., Director of Special Ed., Dist. Title III Coordinator, ELL Staff
Activity - Multicultural Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide multicultural celebrations that invite parents and focus on increased parent multicultural appreciation and involvement Schools: All Schools	Parent Involvement	11/01/2012	05/31/2017	\$500	Title III	Asst. Supt, Dist. Title III Coordinator, Principals, ELL Staff, Regular Ed. Teachers

Strategy 6:

Professional School Counseling Program - A comprehensive professional school counseling program will continue to implemented at Tichenor Middle School. The program will incorporate student success skills (SSS) and will be modeled using the American School Counselor Association Domains: Academic, Personal/Social, and Career. Professional School Counselors will conduct an annual school-wide needs assessment and organize small group counseling, individual counseling, and advisory (whole school) lessons to address the determined needs each school year on both proactive and reactive levels. Long-term plans include expanding the program to all schools in the district.

Category: Persistence to Graduation

Research Cited: Embedded in text above

Activity - Additional Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools. Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Bartlett Educational Center, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Other	01/02/2013	05/31/2017	\$85000	Other	Superintende nt, Principal, Staff from Northern Kentucky University

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Activity - Evidence-Based Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Professional School Counseling Staff at Tichenor Middle School will work in conjunction with NKU to incorporate evidenced-based practices into Tichenor's comprehensive developmental school counseling program. This may include using data to evaluate sections of the school counseling program and its effectiveness in reducing behavioral incidents, increasing attendance, and improving academic achievement, which are the goals of the TMS Counseling program. The Professional School Counseling staff has divided up to assign a counselor to work with the students and staff of one grade each to identify skills students may be lagging, which have led to behavioral difficulties. The Professional School Counseling staff will work to create a proactive approach in teaching students these skills and working with teachers and students to encourage their success in the classroom. Professional School Counseling staff will also collaborate with teachers and administrators by serving on committees such as PBIS and the scheduling committee to help analyze data to review program effectiveness and promote growth towards students academic and behavioral goals.</p> <p>Schools: All Schools</p>	Academic Support Program	08/15/2012	05/31/2017	\$0	No Funding Required	Principal, Assist. Principal, Counseling Staff, Dr. Zyromski (NKU), Instructional Coach, Teachers, Parents
Activity - Advisory Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional School Counselors will collaborate with Teacher Advisors to develop a curriculum of daily advisory activities based on the ASCA National model that will encompass academic, personal/social and career domains. These activities will help students develop necessary skills to make decisions for a successful educational future and build healthy relationships with peers and adults</p> <p>Schools: All Schools</p>	Academic Support Program	08/15/2012	05/31/2017	\$0	No Funding Required	Principal, Assist. Principal, Instructional Coach, School Counselors, Teacher Advisors
Activity - Professional School Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The Professional School Counseling Staff at all schools will work in conjunction with NKU to incorporate evidenced-based practices into their comprehensive developmental school counseling program. This may include using data to evaluate sections of the school counseling program and its effectiveness in reducing behavioral incidents, increasing attendance, and improving academic achievement. The Professional School Counseling staff will work to create a proactive approach in teaching students these skills and working with teachers and students to encourage their success in the classroom. Professional School Counseling staff will also collaborate with teachers and administrators by serving on committees such as PBIS and the scheduling committee to help analyze data to review program effectiveness and promote growth towards students academic and behavioral goals.</p>	<p>Academic Support Program</p>	<p>01/01/2013</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School Counselors, School Principals, District Leadership, NKU Professor</p>
<p>Schools: All Schools</p>						

Strategy 7:

Full-day Kindergarten - The Erlanger-Elsmere Schools are committed to providing full-day kindergarten instruction in an effort to provide the supports necessary for kindergarten students to reach proficiency in reading and math by 3rd grade. Based on the BRIGANCE Kindergarten Screener data for our district, full-day kindergarten instruction will assist us in closing the gap these students have related to combined proficiency by the 3rd grade as measured by the Unbridled Learning Accountability system. It also targets a population of students that are considered at-risk of dropping out of school if the gaps are not closed.

Category: Early Learning

Activity - Kindergarten Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Erlanger-Elsmere Schools is committed to providing full-day kindergarten instruction in an effort to provide the supports necessary for kindergarten students to reach proficiency in reading and math by 3rd grade. Based on the BRIGANCE Kindergarten Screener data for our district full-day kindergarten instruction will assist us in closing the gap these students have related to combined proficiency by the 3rd grade as measured by the Unbridled Learning Accountability system. It also targets a population of students that are considered at-risk of dropping out of school if the gaps are not closed.</p>	<p>Direct Instruction</p>	<p>08/14/2013</p>	<p>05/31/2017</p>	<p>\$100000</p>	<p>Grant Funds, District Funding</p>	<p>Superintendent, Assistant Superintendent, Instructional Coordinator, School Principals, and school staff</p>
<p>Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - Intervention - K Students Not Meeting Readiness Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Erlanger-Elsmere Independent

Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year our schools will identify those students that have not met Kindergarten Readiness Standards. Targeted interventions will be provided for each student, based on their individual needs as identified through the BRIGANCE screening data. Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Academic Support Program	08/14/2013	05/31/2017	\$0	No Funding Required	Primary Teachers and Instructional Staff
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Activity - Intervention - K Students Exceeding Readiness Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year, our schools will identify those students that have exceeded Kindergarten Readiness Standards. Identified as students who are "ready with enrichments," these students will become a part of the "Primary Talent Pool." Instruction will be targeted and offered to meet the individual needs of those students that are entering Kindergarten with abilities that far exceed those of most of their classmates. Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Academic Support Program	08/14/2013	05/31/2017	\$0	No Funding Required	Primary Teachers and Instructional Staff Members

Strategy 8:

Needs Of District Preschool Students - BRIGANCE Kindergarten Assessment Data for the past 3 school years is indicative of a great need in preparation of preschool students that are entering the Erlanger-Elsmere School District, with only 18.75% "Ready" for Kindergarten during the 2012-13 school year; 35.9% of our students "Ready" for Kindergarten during the 2013-14 School year; and 37% "Ready" for Kindergarten during the 2014-15 school year. Our students enrolling for the first time in school are well below the state average of those students meeting Readiness Standards across the state. This strategy is intended to address the needs of preschool students in preparing them for entry into kindergarten.

Category: Early Learning

Research Cited: BRIGANCE DATA

Activity - Preschool Programing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To better prepare students for success in Kindergarten, the Erlanger-Elsmere Schools will continue to provide a preschool program for children in the district age three to five who meet eligibility standards - either qualifying due to an identified developmental delay, or by being deemed at-risk due to financial status at or below the 150% of the poverty level. The preschool program is housed at Arnett Elementary, but services the entire district. Work will take place to ensure compliance related to transition from Part C to Part B. Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Academic Support Program	08/14/2013	05/31/2014	\$307870	General Fund, State Funds	Superintendent, Assistant Superintendent, Preschool Director, Preschool Staff & Specialists

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Activity - Cradle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Cradle School is essentially a play date - but one aiming to bridge educational gaps by helping parents understand what their child needs to be prepared for kindergarten. A ten-week session, children will engage in play therapy to help determine developmental levels and needs. For parents, it's an opportunity to learn from a host of professional experts about how to help their child thrive. For example, nurses come to talk about well-child checkups and vaccination; family resource professionals talk about available community services; and librarians highlight the importance of literacy.</p> <p>Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Parent Involvement	08/14/2013	05/31/2017	\$0	No Funding Required	Preschool Director, preschool teachers and staff members, district health professionals, and family resource centers
Activity - Community Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Erlanger-Elsmere School District will fully utilize community resources in facilitating state school readiness goals for all preschool children. The district will actively engage in partnership with the United Way's "Success By 6" initiative and the "Northern Kentucky Action Team." The ultimate outcome is that young children enter school ready to succeed.</p> <p>Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Community Engagement	08/06/2007	05/30/2017	\$0	No Funding Required	Supt., Assist Supt., Instructional Coordinator, other school and district staff members
Activity - Me And My School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In order for new kindergarten students to be better prepared for the school year, the "Me and My School" kindergarten readiness program will be offered in the summer at our elementary schools. The program is intended to support children with learning, reading and self-regulating skills in the essence of three goals: ensuring a successful transition for students entering the school setting; identifying and reducing learning gaps related to literacy, numeracy, and language; and supporting academic achievement by supporting the parents and families in the home setting.</p> <p>Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Academic Support Program	06/02/2014	08/14/2017	\$10000	Grant Funds	Assistant Superintendent; School Principals; NKU; United Way;
Activity - Erlanger-Elsmere Early Learning Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Erlanger-Elsmere Early Learning Center is a high quality educational program that partners with Erlanger-Elsmere Schools, Head Start, and other community agencies which is open to 3, 4, and 5 year old pre-kindergarten children of families who reside in the Erlanger-Elsmere School District and District personnel. Operating year-round, full or half day programs with extended care are available if needed. The curriculum is aligned with Kentucky Early Childhood Standards to focus on school preparation and success.	Academic Support Program	09/01/2014	06/16/2017	\$300000	Other	Superintendent; Children's Inc.
Schools: All Schools						

Activity - Erlanger-Elsmere Early Childhood Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Early Childhood Collaborative is designed to bring together various community organizations and resources to focus on the common community goal of ensuring Kindergarten Readiness of all students when they enter kindergarten. The collaborative will involve local daycare centers, Headstart, the Kenton County Library, and Children, Inc.	Community Engagement	01/07/2015	06/01/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, & Affiliated Community Partners
Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School						

Goal 2: The Erlanger-Elsmere School District Will Meet Its Annual Measurable Objective (AMO) By The Spring Of 2015 And Its Combined Proficiency State Delivery Targets In Reading and Mathematics By Spring Of 2017

Measurable Objective 1:

collaborate to ensure that all students in the Erlanger-Elsmere School District meet combined proficiency state targets in reading and mathematics: Elementary (72.3); Middle (61.8); High (72.5) by 05/31/2017 as measured by the Kentucky School Report Card.

Strategy 1:

21st Century Community After School Learning Centers - This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

The grant was awarded to one of our elementary schools (Arnett) in 2010, and a second school in 2014 (Howell). The schools & district will pursue the grant application process through the local YMCA for our other elementary schools, and our high school.

Category: Continuous Improvement

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Research Cited: Noted in text above.

Activity - Grant Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will collaborate with the YMCA and the Boys and Girls Club in completion of the grants as the grants become available. Schools: Tichenor Middle School, Lloyd High School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Academic Support Program	11/01/2012	05/31/2017	\$100000	Other	Assistant Supt. Instructional Coordinator

Strategy 2:

NKCES - The district and schools will continue to utilize Northern Kentucky Cooperative's Regional Literacy Cadre for on-going information relating to researched based instructional strategies, & dissemination of information from the Kentucky Department of Education: Elementary, Middle, and High Schools

Category: Professional Learning & Support

Research Cited: Noted in text above

Activity - NKCES Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration for services Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	Assist. Supt., Instructional Coaches, and Other School Level Reps.

Activity - Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Consultant from the Northern Kentucky Cooperative For Educational Services will continue to be a resource available to schools to integrate the following actions: Literacy Audits; Instructional Strategies With Embedded Professional Development; and Consultation With All Middle School Staff Members (PLC Model) Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	NKCES Literacy Consultant, Instructional Coaches & Related Staff

Activity - Numeracy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Numeracy Consultant from the Northern Kentucky Cooperative For Education Services will continue to be a resource available to schools to strengthen the following: Numeracy Audits; Instructional Strategies & Embedded Professional Development Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	NKCES Numeracy Consultant, Instructional Coaches, & Related Staff

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Strategy 3:

Instructional Rounds - The INSTRUCTIONAL ROUNDS model will continue to be implemented and used on a district- wide basis, utilizing central office staff members, principals, assistant principals and instructional coaches and teachers. The Instructional Rounds process will become a primary method of driving the improvement of instruction as instructional leaders work in teams utilizing classroom observations, and developing improvement strategies - all within the network of educators

Category: Continuous Improvement

Research Cited: Noted in text above

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training and Utilization Of The Instructional Rounds Process Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$2000	General Fund	Central Office and Building Level Admin.; Instructional Coaches; Teachers

Activity - Utilization of Instructional Round Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district and schools will utilize feedback and data as a result of Instructional Rounds for Improvement Plans and Action Plans, targeting identified areas for improvement based on Instructional Rounds Feedback. Schools: All Schools	Professional Learning	08/04/2014	06/01/2017	\$0	No Funding Required	Assistant Superintendent, Instructional Coordinator

Strategy 4:

Culturally Sensitive Instruction - Utilization of resources from the Bowles Center For Diversity for professional staff development for assistance in targeting improvement in areas of targeted gaps and focus in culturally sensitive instruction

Category: Persistence to Graduation

Research Cited: Noted in text above

Activity - Culturally Sensitive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of resources from the Bowles Center For Diversity Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$2000	Title I Part A	Supt., Assist. Supt., Principals

Strategy 5:

SBDM Councils - All school principals will continue to work in collaboration with their SBDM councils in the updating, and revision of their SBDM Policies and By-laws in compliance with state statutes and regulations

Category: Management Systems

Research Cited: Noted in text above

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Activity - SBDM Policies/Bylaws	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All school principals will continue to work in collaboration with their SBDM councils in the updating, and revision of their SBDM Policies and By-laws in compliance with state statutes and regulations Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, SBDM Councils

Activity - TELL Survey - Gallup Poll	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School SBDM Councils and district leadership will continue to analyze and utilize data from TELL Surveys and student Gallup Poll Surveys in combination with assessment and other data sources in identifying needs, actions, and professional development focuses in school improvement planning. Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, SBDM Councils

Activity - CSIP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of progress and implementation of each school's CSIP in regards to each school's progress in meeting state and federal goals Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Supt. and Assist. Supt.

Strategy 6:

Paraeducators - Provide professional development training for all paraeducators and other classified staff members, including focus on implementation of Safe Schools computerized training courses, covering broad topics relating to job specific skills

Category: Professional Learning & Support

Research Cited: Noted in text above

Activity - Paraeducator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development training for all paraeducators and other classified staff members, including focus on implementation of Safe Schools computerized training courses, covering broad topics relating to job specific skills Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$5000	General Fund	Assistant Supt., Principals, & Other Dist. Personnel

Strategy 7:

New Administrator Training - All new administrators will participate in the Kentucky Leadership Academy and the NKU Principal Academy

Category: Principal PGES

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Activity - New Administrator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new administrators will participate in the Kentucky Leadership Academy and the NKU Principal Academy Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$4000	General Fund	Assist. Supt., New administrators

Strategy 8:

NWEA MAP Assessment - Teachers will continue to analyze and utilize MAP results and common assessment results to guide instruction and receive additional MAP Training

Category: Learning Systems

Activity - NWEA MAP Assessment Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to analyze MAP results and common assessment results to guide instruction and receive additional MAP Training Schools: All Schools	Academic Support Program	11/01/2012	05/31/2017	\$5000	General Fund	Principals, Instructional Coaches, District Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be integral partners in setting their MAP learning goals Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$0	No Funding Required	Teachers, Principals, District Admin.

Activity - Learning Paths	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will continue to implement and utilize Compass Odyssey learning paths to MAP Assessment for progress monitoring, as well as differentiation and intervention of learning Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$175000	General Fund	Teachers, Instructional Coaches, District Admin.

Strategy 9:

Comprehensive Assessment System - All students will be assessed with a comprehensive assessment system that is aligned to state and federal standards, College Readiness Standards, Lang. Prof. Standards (ELL), and essential learning items. Students not scoring at benchmarks will receive interventions starting in the regular classroom

Category: Learning Systems

Research Cited: Noted in text above

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Activity - Comprehensive Assessment Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed with a comprehensive assessment system that is aligned to state and federal standards, College Readiness Standards, Lang. Prof. Standards (ELL), and essential learning items. Students not scoring at benchmarks will receive interventions starting in the regular classroom Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$15000	General Fund	Principals, Instructional Coaches, & District Administration

Strategy 10:

Collaboration - The PLC Model will be utilized for collaboration, sharing of instructional research-based strategies, and discussion of student progress

Category: Continuous Improvement

Activity - PLC Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC Model will be utilized for collaboration, sharing of instructional research-based strategies, and discussion of student progress, academically and behaviorally - including progress related to specific target-gap groups and specific race and ethnicity data Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, Instructional Coaches, and District Admin.

Activity - Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will increase focus on PLC processes and protocols by modeling the research-based PLC processes in order to align and support instructional practices. Schools: All Schools	Professional Learning	08/06/2014	05/30/2017	\$0	No Funding Required	Supt., Asst. Superintendent, Instructional Coordinator

Activity - Intentional Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will help PLC's work/focus by making intentional connections between state, district and school initiatives. Schools: All Schools	Professional Learning	08/06/2014	05/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Instructional Coordinator

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will build capacity by training and re-training staff on PLC processes and procedures. Schools: All Schools	Professional Learning	08/06/2014	05/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Instructional Coordinator
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Activity - Strengthen PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will improve/strengthen PLC work by re-defining and clarifying how PLC's can drive professional learning rather than being the professional learning. Schools: All Schools	Professional Learning	08/06/2014	05/30/2017	\$0	No Funding Required	Superintendent, Assistant superintendent, Instructional Coordinator

Activity - Honor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will honor PLC time by creatively restructuring information delivery (and model it to support buy-in and growth). Schools: All Schools	Professional Learning	08/06/2014	05/30/2017	\$0	No Funding Required	Central Office staff

Strategy 11:

Differentiation Of Instruction - All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners

Category: Persistence to Graduation

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners, including those students in specific target-gap groups such as students with disabilities Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$0	No Funding Required	Teachers, Principals, Instructional Coaches, District Admin.

Strategy 12:

Data Analysis - The district, schools, students and the SBDM Councils will utilize multiple data sources to monitor student achievement and recognize and celebrate teacher and student success

Category: Persistence to Graduation

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district, schools, students and the SBDM Councils will utilize multiple data sources to monitor student achievement (including data regarding specific target group areas) and recognize and celebrate teacher and student success Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	District Admin., Principals, SBDM Councils, Instructional Coaches, Teachers
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Strategy 13:

Minority Recruitment - The district will continue to recruit more minority instructors as teachers and staff members within the district.

Category: Human Capital Management

Activity - Career Fairs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to recruit more minority teachers through career fairs and other activities Schools: All Schools	Recruitment and Retention	11/01/2012	05/31/2017	\$200	General Fund	District Admin.

Strategy 14:

Effective Instruction - District Administrators and Principals will collaborate to study and review effective instructional practices to revise and refine expectations for quality teaching and learning

Category: Integrated Methods for Learning

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administrators and Principals will collaborate to study and review effective instructional practices to revise and refine expectations for quality teaching and learning Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Assist. Spt., Director of Spec. Ed. Principals, Instructional Coaches

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff members will be provided training opportunities to increase their level of skill and expertise in utilization of intelligent classroom technology to maximize instructional effectiveness: the ultimate goal is on-going, sustained training and integration of technology Schools: All Schools	Technology	11/01/2012	05/31/2017	\$5000	State Funds	District Tech. Coordinator

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Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize Federal Title II, Part A and Title I funds in coordination with other funds in providing instructional coaches and professional development support at each school. As necessary, the district will further utilize Title II, Part A funds in issues relating to highly-qualified teachers and paraprofessionals Schools: All Schools	Professional Learning	08/01/2012	05/31/2017	\$140000	General Fund, Title I Part A, Title II Part A	Federal Program Coordinator
Activity - Instructional Coach Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing support and training for Instructional Coaches' knowledge base and instructional/administrative expertise Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$20000	General Fund, Title I Part A	Assist. Super.
Activity - Gifted - Talented	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing support and training for Instructional Coaches and other staff members involved with meeting the needs of Gifted/Talented Students and in support of the Gifted Education Program Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$3000	General Fund	Assist. Supt.
Activity - Fast Forward	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued support and training regarding proper utilization of proven brain-researched Fast Forward Programs Schools: All Schools	Direct Instruction	11/01/2012	05/31/2017	\$7000	General Fund	Assist. Supt., Principals, Instructional Coaches, FF Teachers
Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The READING MASTERY PROGRAM (McGraw Hill) will continue to be utilized at Howell Elementary School as the direct instructional core reading program and intervention in grades K through 2 as a pilot program to build a strong reading foundation for all students. Teacher training and ongoing coaching will be provided through the district's literacy consultant. Additional coaching and monitoring will be coordinated through the school's instructional coach. The program will serve as a pilot for possible consideration in our district's other elementary schools. Schools: Howell Elementary School	Direct Instruction	01/02/2013	05/31/2017	\$25000	General Fund	NKCES Staff, Principal, Instructional Coach
Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Book Study: Text Dependent Questions - Pathways To Close And Critical Reading (Fisher and Frey). The method is based on this framework: What does the text say?; How does the text work?; What does the text mean?; and What does the text inspire you to do? - all focusing on general understanding, key details, vocabulary, structure, authors craft, authors purpose, intertextual connections, write, investigate, present, and debate. Schools: All Schools	Professional Learning	11/03/2014	06/01/2015	\$600	General Fund	Literacy Consultant, Principals, Instructional Coaches
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Strategy 15:

Effective Classroom Management - Effective classroom management will be utilized to strengthen classroom instruction

Category: Integrated Methods for Learning

Activity - Classroom Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discipline and classroom management professional development will be offered to new teachers and those in need of additional support and training with focus on positive behavioral interventions and culturally sensitive instruction Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	Principals and other support staff

Strategy 16:

SACS Accreditation - Tichenor Middle School and Lloyd High School will continue to maintain accreditation through the Southern Association of Colleges and Schools (SACS).

Category: Stakeholder Engagement

Activity - Middle School and High School SACS Accreditation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lloyd Memorial High School and Tichenor Middle School will maintain and renew their SACS accreditation Schools: Tichenor Middle School, Lloyd High School	Other	12/01/2014	05/26/2017	\$1450	General Fund	High School and Middle School Administration and Staff, Superintendent, Assistant Superintendent, and Instructional Coordinator

Strategy 17:

Higher Order Thinking And Response - In order to increase the percentages of students that are Proficient and Distinguished, attention must be paid to the tasks that students are asked to perform, and the questions to which students are asked to respond, to ensure that higher order student thinking, responses, and products are

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integrated into all instruction and instructional tasks.

Category: Integrated Methods for Learning

Research Cited: Bloom's Taxonomy

Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will intentionally design and plan higher order instructional delivery focusing on appropriate questioning strategies in each lesson based on Blooms Taxonomy models. Schools: All Schools	Direct Instruction	08/01/2014	06/01/2017	\$0	No Funding Required	Instructional Coordinator, Principals, Instructional Coaches

Activity - Higher Order Products	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will intentionally design and plan higher order instructional delivery focusing on appropriate student products and responses in each lesson, based on Bloom's Taxonomy models. Schools: All Schools	Direct Instruction	08/01/2014	06/01/2017	\$0	No Funding Required	Instructional Coordinator, Principals, Instructional Coaches

Measurable Objective 2:

collaborate to ensure that the Erlanger-Elsmere School District meets its Annual Measurable Objective (AMO) by 05/31/2015 as measured by the Kentucky District Report Card..

Strategy 1:

Program Reviews - The district will provide ongoing support in successful Program Review Implementation

Category: Management Systems

Activity - Program Review Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will continue to demonstrate full implementation of the Program Review process in the following areas by maintaining teams to address the program reviews based on guidance documents provided by KDE, training provided through KDE, and coordinated with district guidance: Writing, Arts & Humanities, Practical Living/ Vocational Studies, World Languages, and Primary Program (Elementary only) Schools: All Schools	Other	09/03/2012	05/31/2017	\$0	No Funding Required	Curriculumm Coordinator, All Admin, Instructional Coaches, AH & PL Advisory Committee

Activity - AH/PLCS Advisory Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Advisory Committees will continue to be lead and coordinated for Arts & Humanities, Health, and Physical Education for the Arts and Humanities and Practical Living/Career Studies Programs to provide our AH and PL/CS teachers within the district regular opportunities for collaboration and discussion with each other to improve instructional practices, share resources and knowledge, develop district-wide programs (products, shows, multi-school events), and strengthen the district's Arts and Humanities and Practical Living/Career Studies Programs. Schools: All Schools	Other	01/24/2013	05/31/2017	\$0	No Funding Required	Instructional Coordinator, Art, Music, Physical Education Career-Studies Teachers, and Guidance Counselors
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Strategy 2:

Curriculum - The curriculum is utilized as the road map for instruction

Category: Learning Systems

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continual updating and monitoring of pacing guides, essential learning targets, and common assessments based on Kentucky's Model Curriculum Framework, Program Of Studies and Core Academic Standards relating to all content areas: Mathematics, Reading, Writing, Science, Social Studies, Arts & Humanities, Pactical Living /Vocational Studies Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Central Office Admin., School Admin., Instructional Coaches

Activity - Literacy Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Design Collaborative model (Bill & Melinda Gates Foundation) will be utilized on a district wide basis to develop lessons/units in delivery and implementation of the common core standards with embedded training being provided through instructional coaches in collaboration with instructional leaders and all coaches Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	Central Office Admin., School Admin., Instructional Coaches

Strategy 3:

Learning Forward - The training and resources provided through KDE's grant initiative will enhance the effectiveness of district and school level professional development.

Category: Professional Learning & Support

Research Cited: Noted in text above.

Activity - Analysis Of Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Erlanger-Elsmere Independent

The district will continue to serve as an implementation site for professional learning and have representatives serve on the state task force for Professional Learning and collaborate with Learning Forward to analyze and improve professional learning within the district and across the state. (Mr. Gillis)	Professional Learning	07/02/2012	07/24/2015	\$0	No Funding Required	Mr. Gillis, Principals
Schools: All Schools						

Strategy 4:

Balanced Assessment Systems - This strategy is designed to ensure that the district is utilizing a system of balanced formative and summative assessments that will result in the greatest instructional impact on all students

Category: Integrated Methods for Learning

Activity - Knowledge Base	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will continue expansion of their own knowledge of balanced assessment, and will continually assess teacher knowledge of balanced assessment within their school in planning for future action and training	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	All Admin.
Schools: All Schools						

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will identify teacher leaders they will select to assist in the study and development of a balanced assessment system	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	All Admin.
Schools: All Schools						

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and School Administrators will collaborate with teacher leaders and each other to prioritize tasks that need to be accomplished at the district level to implement balanced assessment systems	Professional Learning	11/01/2012	05/31/2017	\$0	No Funding Required	All Admin.
Schools: All Schools						

Activity - Standards Based Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will continue to receive training and opportunities for self-study relating to transitioning to standards based reporting - addressing product, process, and progress criteria	Professional Learning	06/01/2011	05/31/2017	\$0	No Funding Required	All Admin. & teachers
Schools: All Schools						

Activity - Standards Based Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

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Standards based reporting systems will continue to be explored for implementation at each school addressing product, process, and progress criteria Schools: All Schools	Other	08/02/2012	05/31/2017	\$0	No Funding Required	Central Office Admin., School Admin.
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Strategy 5:

Schools That Work - Schools that work is a school improvement design that provides a Framework of Goals, Key Practices, and Key Conditions for accelerating learning and setting higher standards

Category: Integrated Methods for Learning

Research Cited: Noted in text above

Activity - Middle Schools Of Innovation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tichenor Middle School will continue as a participant in the third year of a three-year commitment with the Kentucky Middle Grades Schools of Innovation (KMGS) sponsored by the Southern Regional Education Board (SREB) to improve student academic achievement. As a part of this initiative, Tichenor will utilize the Literacy Design Collaborative (LDC) model created by the Gates Foundation Schools: Tichenor Middle School	Professional Learning	09/01/2011	06/26/2015	\$40000	Other	Asst. Supt.; Tichenor Admin. Staff; Selected Teachers

Strategy 6:

Physical Education & Nutrition - The Erlanger-Elsmere School District has teamed with the Beechwood, Ludlow, and Silver Grove Independent School Districts in Northern Kentucky in obtaining a Physical Education Program (PEP) grant from the Carol M. White Physical Education Program of the U.S. Department of Education. The grant funding is intended to assist the districts with physical education and nutrition education programs for students in grades K-12, and supports First Lady Michelle Obama's "Let's Move! Active Schools" initiative to get kids moving before, during, and after school. Evidence demonstrates that when students are healthy and fit, their academic achievement increases. To help meet the goals, the program will utilize school-based Youth Councils and Wellness Integration Networks, as well as regional resources and committees. It will support strategies for impacting two major areas – nutrition and wellness.

Category: Integrated Methods for Learning

Activity - Nutrition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Due to the relationship between nutrition and cognitive and academic development, the nutrition component of the Physical Education Program grant is intended to favorably impact the academic progress of all students in all areas. Specific emphasis will be placed on development and introduction of an evidence-based nutrition curriculum; nutrition coaching and trainings for food service staff and teachers, and introducing techniques for improved healthful food service; introduction of new foods in appealing ways for students; reinforcement of nutrition curriculum through posters, bulletin boards, videos, and other media to help students make healthy choices; nutritional shopping, visits to farms or healthy farm stores, and family learning nights.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>01/01/2014</p>	<p>12/31/2016</p>	<p>\$2100000</p>	<p>Grant Funds</p>	<p>Superintendents of the Erlanger-Elsmere, Beechwood, Ludlow, and Silver Grove Independent School Districts in Northern Kentucky, as well as a grant manager and other employees.</p>
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Activity - Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Due to the relationship between wellness and cognitive and academic development, the nutrition component of the Physical Education Program grant is intended to favorably impact the academic progress of all students in all areas. Specific emphasis will be placed on development and introduction of an evidence-based physical activity curriculum; teaching students to use related equipment that will increase physical activity to 60 minutes per day; extended hours for activities that will allow students to increase physical activity in safe environments; wellness centers equipped at each school to alleviate overscheduled school gyms; wellness field trips and enrichment experiences to activity centers, skating rinks, equine experiences and other physical activities; family learning activity nights to promote physical activities; and assessments to guide decision making and ensure students progress.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>01/01/2014</p>	<p>12/31/2016</p>	<p>\$2100000</p>	<p>Grant Funds</p>	<p>Superintendents of the Erlanger-Elsmere, Beechwood, Ludlow, and Silver Grove Independent School Districts in Northern Kentucky, as well as a grant manager and other employees.</p>

Goal 3: The Erlanger-Elsmere School District Will Meet Its State Goal And Delivery Targets Relating To Graduation Rates By Spring Of 2015

Measurable Objective 1:

collaborate to increase the graduation rate to to 86.8 by 05/31/2015 as measured by Kentucky's 4 Year Adjusted Cohort Rate scores.

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Strategy 1:

Alternate Pathways - By providing alternate pathways to graduation we can decrease the number of high school dropouts.

Category: Persistence to Graduation

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Identification of at risk students and the use of the Edmentum (Plato) computer program in a learning lab throughout the school day, at a summer school program, and in an alternative school setting (Bartlett Education Center) and outside the school setting through performance based courses for credit recovery.</p> <p>Schools: Lloyd High School, Bartlett Educational Center</p>	Academic Support Program	08/17/2011	06/30/2017	\$10000	District Funding	John Riehemann, Mac Cooley, Don Fuller, Chris Klosinski, Shawn Lehman, Ali Lonnemann

Strategy 2:

Attendance and Dropouts - Teams and committees will serve as Professional Learning Communities with the work focused specifically on issues relating to attendance and high school dropouts as activities are implemented to provide support programs and enforcement for students in which school absenteeism is a challenge.

Category: Persistence to Graduation

Activity - Dropout Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to maintain an organizational committee to serve as a focus group relating to issues, actions, and solutions associated with students at risk for failure and dropping out of school (with particular focus on graduation and drop-out data of sub-groups such as students with disabilities, ELL, etc.).</p> <p>Schools: All Schools</p>	Other	11/01/2012	05/31/2017	\$0	No Funding Required	DPP, FRYSC, Guidance Counselors, Central Office and Building Level Admin., Special Education Staff

Activity - Proactive Approach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District Dropout Team will continue to collaborate throughout the school year to study data and to establish a K-12 proactive approach to decrease the amount of students dropping out of school</p> <p>Schools: All Schools</p>	Other	11/01/2012	05/31/2017	\$0	No Funding Required	DPP, FRYSC, Guidance Counselors, Admin., Teachers, Paul Flaughter (DFC)

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Activity - Interventions and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Attendance Committee will continue to meet throughout the school year to look at interventions and strategies to decrease student truancy Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	Other	DPP, FRYSC, Attendance Clerks, Administration, Paul Flaughter (DFC)
Activity - Truancy Diversion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Erlanger/Elsmere Schools will continue to incorporate an Attendance Improvement Program at the Elementary schools that is similar to the model that Tichenor Middle School and Lloyd High School are using. The program addresses students who have 3 to 6 unexcused absences or who have accumulated more than 10 tardies. A signed letter from the district Director of Pupil Personnel will be sent to the guardians of these students and will be notified of coming to a mandatory meeting at the school. Members of the Truancy Diversion team will meet with the parent and possibly the student to discuss reasons for the truancy and possible solutions to correct the truancy. Resources will be offered and provided when appropriate and attainable Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Other	09/09/2012	05/31/2017	\$0	Other	DPP, Principals, FRYSC
Activity - Full Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with Kenton County Courts, the truancy diversion program will be fully implemented as a tool at the middle and high school levels as court designated workers are assigned to habitual truants in grades 6-12 Schools: Tichenor Middle School, Lloyd High School	Other	09/03/2012	05/31/2017	\$0	No Funding Required	DPP, Principals, FRYSC
Activity - Hope, Engagement, Well-being	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and utilization of data from Gallup Student Poll as a measure of hope, engagement, and well-being Schools: All Schools	Other	11/01/2012	05/31/2017	\$0	No Funding Required	Building Principals, Central Office Personnel
Activity - Additional Strategies & Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Additional strategies and activities relating to the improvement of Graduation Rates may be found under this goal: "The Erlanger-Elsmere School District will meet its state goal relating to the percentage of students that are college and career ready by the spring of 2015." Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center	Other	11/01/2012	05/31/2017	\$0	No Funding Required	District & School Level Admin.
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Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools has partnered with the Cabinet for Health and Family Services to implement a monthly intake meeting to address students in grades K through 12 that are having attendance problems that the traditional district interventions have not solved. A collaborative plan is developed for the parent/guardian and student to follow. Progress is monitored monthly to ensure attendance is improving. Schools: All Schools	Academic Support Program	08/14/2013	05/26/2017	\$0	No Funding Required	DPP, School Principals, FRYSC Directors, School Counselors, CHFS Representative

Strategy 3:

Bartlett Educational Center - Bartlett provides a setting for those students most at risk of dropping out of high school.

Category: Persistence to Graduation

Activity - Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bartlett Educational Center will continue to be utilized to provide opportunities for students who are two years behind in their cohort and for which the traditional model of school has not proved successful - this will be accomplished by utilizing a web based program called Edmentum (Plato) and supplemental materials deemed instructionally appropriate for the credit being earned. Funds allocated to the district from SB 97 Raising the Compulsory Attendance Age will be utilized. Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center	Other	11/01/2012	05/31/2017	\$282500	Grant Funds, General Fund	DPP, High School Principal, Middle School Principal and Principal - Bartlett Educational Center

Activity - High School Diploma	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bartlett Educational Center will continue to allow students an opportunity to earn a high school diploma that meets or exceeds the state required minimum of credits needed to obtain a high school diploma in Kentucky Schools: Lloyd High School, Bartlett Educational Center	Policy and Process	11/01/2012	05/31/2017	\$0	No Funding Required	DPP, Central Office Staff, Principals, Health Center Staff, SRO's

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Activity - P.A.S.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bartlett Education Center will continue to serve as a host to an in-school suspension program (PASS: Positive Alternative to School Suspension) to continue to assist in the reduction of the number of out-of-school suspensions and to provide additional behavioral interventions and supports Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	DPP, Central Office Staff, Counselor, Principals, FRYSC

Strategy 4:

Reducing Barriers to Learning - The Erlanger-Elsmere School District is committed to partnering with community resources to provide programs for students that will help them address problems outside of school that impact their academic progress in school.

Category: Stakeholder Engagement

Activity - Champions Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Champions Program is sponsored by the Children's Home of Northern Kentucky and is designed to assist students, and their families, that are struggling with behavior, attendance and grades. A licensed therapist meets with the student at school and the family at home. Behavior, attendance, and grades are monitored weekly and the school receives frequent updates and a completion synopsis when the student completes the program. Schools: Tichenor Middle School, Lloyd High School	Academic Support Program	08/14/2013	06/01/2017	\$0	No Funding Required	DPP, School Principals, School Counselors, FRYSC Directors, licensed therapists

Activity - Ridge Satellite Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools are utilizing the Ridge Satellite Program to assist students that have a dependency to drugs or alcohol. The Ridge offers three programs; Early Intervention, Intensive Outpatient, and Residential Treatment. Students can receive the help they need to battle their dependency and become more focused on school and academics, which will increase their chances of graduating. Schools: Tichenor Middle School, Lloyd High School	Other	08/14/2013	05/31/2014	\$0	No Funding Required	DPP, School Principals, School Counselors, FRYSC Directors

Goal 4: The Erlanger-Elsmere School District Will Meet Its State Goal & Delivery Targets Relating To The Percentage Of Students That Are College And Career Ready By Spring Of 2015

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Measurable Objective 1:

collaborate to increase the percentage of students that are college/career ready from 43.4 (2012) to 64.5 and beyond by 05/31/2015 as measured by Kentucky's College and Career Readiness scores .

Strategy 1:

College And Career Focus - The district will promote and provide structure, courses, and opportunities for all students that support college & career readiness growth

Category: Career Readiness Pathways

Activity - Transitional Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school transitional courses in Mathematics and Reading will continue to be made available to all high school students who score below college readiness benchmarks on the ACT assessment as an intervention program Schools: Lloyd High School, Bartlett Educational Center	Academic Support Program	11/01/2012	05/31/2015	\$0	No Funding Required	Principal and designees

Activity - Learning Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school will continue to utilize the Lloyd Learning Lab as a center for computer based programs to remediate and enrich student learning during the traditional school day outside of the traditional classroom setting: 1. To provide students the opportunity to recover credits in order to get back on their appropriate grade level 2. To provide students the opportunity to participate in Advance Placement Courses that are not currently offered during the traditional school day 3. To provide students opportunities to work on specific skill deficiencies in reading and math using the Compass Odyssey computer based program Schools: Lloyd High School	Technology	11/01/2012	05/31/2015	\$6000	Other	High School Principals and Counselors

Activity - ILP Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our middle school and high school will undergo expansion and increased utilization of the Individual Learning Plan (ILP) to help our students prepare for their future as they move through high school and beyond. Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	No Funding Required	Middle School and High School Principals and Counselors

Activity - Dual Credits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In collaboration with Northern Kentucky University and Gateway Community and Technical College, Dual Credits will continue to be provided offering high school students the opportunity to simultaneously earn high school and college credits during the traditional school day. Additionally, the district will collaborate with Gateway Community College in exploration of career pathways, allowing students to earn industry certificates, while at the same time earning high school credit.	Professional Learning	11/01/2012	05/31/2015	\$8000	General Fund	High School Principals and Counselors
Schools: Lloyd High School						

Activity - College & Post High School Promotion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school will continue to closely monitor data related to transition from high school (graduation/drop-out/successful transition rates, etc.) for all students, including those in specific target-gap groups, such as students with disabilities, and will initiate the following strategies in helping to support students' selection of college or trade schools to ensure smooth transitions through the college and career planning process: <ol style="list-style-type: none"> 1. On site college visits including representatives from 20 to 25 colleges 2. Target all senior students for specific guidance and counseling regarding college admission standards, application process, and FAFSA (Free Application For Federal Student Aid) 3. Promote and facilitate student attendance at the "Come See For Yourself" minority recruitment initiative at the University of Kentucky 4. Promote & facilitate Northern Kentucky Regional College Fair 5. Promote & facilitate the National College Fair - Cincinnati, Ohio 6. STEM Days 	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	No Funding Required	High School Principals and Counselors
Schools: Lloyd High School, Bartlett Educational Center						

Activity - Frameworks, Guidance, Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district, with specific focus at the middle school and high school, will continue to utilize frameworks, guidance and supports provided by KDE in promoting College & Career Readiness: <ol style="list-style-type: none"> 1. Persistence To Graduation Tool 2. Advising Tool Kit Program Framework 3. Operation Preparation 	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	No Funding Required	Middle and High School Principals and Counselors
Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center						

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Erlanger-Elsmere Schools will annually review policies and procedures to ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready and that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. Schools: All Schools	Policy and Process	08/01/2012	05/31/2017	\$0	No Funding Required	Assistant Superintendent
Activity - Expanded Staff Training For Advanced Placement Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will secure and provide staff training to increase the number of staff members eligible to teach Advanced Placement Courses Schools: Lloyd High School, Bartlett Educational Center	Professional Learning	07/01/2014	06/01/2015	\$10000	District Funding	Instructional Coordinator, High School Principal
Activity - Expansion of Advanced Placement Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expansion of Advanced Placement Course offerings for high school students to include AP Literature, AP US History, AP Environmental Science, AP Physics, and AP Statistics Schools: Lloyd High School, Bartlett Educational Center	Direct Instruction	08/11/2014	06/12/2015	\$10000	District Funding	Instructional Coordinator, High School Principal
Activity - Scholarship Offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any High School; student who has met the prerequisites can enroll in dual credit courses. But beginning with the 2014-2015 school year, students may also earn a dual credit "scholarship from the school. Students who qualify for this scholarship and who earn a final grade of "A" or "B" on a dual credit course will have the tuition for the course paid for by the school (Student's family will still need to purchase any required texts.) In order to qualify, a student must be a senior must also be enrolled in at least one AP course. Schools: Lloyd High School, Bartlett Educational Center	Academic Support Program	08/01/2014	06/12/2015	\$10000	Other	Superintendent High School Principal
Activity - Advanced Placement Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the 2014-15, 2015-16 and 2016-17 school years, students participating in Advanced Placement Courses will receive a \$100 cash reward for each score of 3 or higher on the end of year AP tests in Literature, Environmental Science, Physics, and Statistics. Schools: Lloyd High School, Bartlett Educational Center	Academic Support Program	08/01/2014	06/09/2017	\$5000	Other	Superintendent, High School Principal

Goal 5: The Erlanger-Elsmere School District Will Increase Parental Involvement And Community Engagement

Measurable Objective 1:

collaborate to increase parental involvement and community engagement by 06/01/2017 as measured by parent surveys and parental participation in school and district sponsored events.

Strategy 1:

Engagement - This strategy will actively involve parents and community members in focusing on the mission/vision of the district and our schools.

Category: Stakeholder Engagement

Activity - District Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Advisory Council will meet to review the Comprehensive District Improvement Plan and provide input Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Supt. and Assist. Supt.
Activity - Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school shall increase the nominations for the Board of Education's monthly parent, student, community member, teacher recognition program so that one student and one parent is recognized monthly Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Supt., Board of Educ., Parents, Students, Principals, Teachers
Activity - Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to utilize online forms for parent, student, community member, and teacher nominations for recognition of individuals that play a role in the school community Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Supt., Assit. Sup., & Principals
Activity - Grants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district will collaborate with the NKCES Grant Writer to seek appropriate and relevant grant opportunities for use within the district: Teaching American History Grant; Professional Development For Arts Educators Grant; Drug Free Communities Grant; On Track With Business Grant; Secure Our Schools Grant; Elementary and Secondary School Counseling Grant Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Supt., Assist. Supt.
Activity - Prichard Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will promote the Prichard Committee's Commonwealth Institute for Parent Leadership as an avenue to help and train parents to become more involved in improving our schools to enhance academic achievement for all students (In addition, representatives of the Prichard Committee are available to provide training for parents on-site with topics such as the new Common Core Standards.) Schools: All Schools	Parent Involvement	11/01/2012	05/31/2017	\$0	No Funding Required	All Central Office Admin. & School Principals
Activity - Student Partnership Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue a student partnership committee to meet with the Superintendent each quarter to gain more student input and increase collaboration with students Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Supt.
Activity - Parent & Community Partnership Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a parent & community partnership committee to meet with the Superintendent on a quarterly basis to increase collaboration and partnership that is focused on increasing student learning with efforts to include parents of students with disabilities and/or those in specific target gap areas Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Supt.
Activity - District Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain, support and promote district programs such as intramural athletics, local service organizations, FRYSC, SBHC, PTO/PTA, parent training programs, and city government Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$333276	General Fund, State Funds	All staff members
Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Schools will conduct home visits as needed to increase parent communication and establish a positive rapport with parents Schools: All Schools	Parent Involvement	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, Counselors, Teachers, DPP, & other pertinent personnel
Activity - Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seek and utilize "BEST" and other business partnerships in collaboration for school improvement. Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Principals
Activity - Kenton County Alliance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to participate in the Kenton County Alliance to Prevent Substance Abuse in recognition of their mission "to reduce and prevent substance abuse among youth and eventually adults in Northern Kentucky." Their goals are to: Identify local substance abuse issues; Identify strategies that fit community resources to address these strategies Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	NKCES District Staff
Activity - Adopt A Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In cooperation with Erlanger's Christ Chapel Church, utilize the "Adopt-A-Block" Saturday Community Programs to encompass all 4 elementary school communities Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, Community Volunteers
Activity - One-To-One	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expansion of Kentucky's "Vision 2015" initiative - the One-To-One volunteer program in all 4 elementary schools to address literacy by matching students who are struggling with reading to a One-To-One volunteer: One-To-One coordinator, Debbie Onkst will work with Lloyd High School to include utilization of high school students as one-to-one coaches Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Direct Instruction	11/01/2012	05/31/2017	\$500	District Funding	Principals, One-To-One Coaches
Activity - Whiz Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The "Whiz Kids," a weekly school program sponsored by a community group from the Erlanger Baptist Church and the Erlanger Christian Church will continue to be implemented for students at Lindeman Elementary. (Implementation of the program may be considered at other district schools in the future.) The program focuses on targeted students for tutoring with emphasis in literacy</p> <p>Schools: Tichenor Middle School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	Tutoring	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, Community Volunteers
<p>Activity - Resources</p> <p>Investigate community avenues to bring resources to students as needs are identified such as grants for substance abuse, early intervention programs, etc.</p> <p>Schools: All Schools</p>	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	All administrators, teachers, and support staff
<p>Activity - FRYSC</p> <p>Our Family Resource and Youth Service Centers and School-Based Health Centers will work collaboratively with the Erlanger City Platform, the Kenton County Rotary Club, and other community organizations that support goals relating to community improvement</p> <p>Schools: All Schools</p>	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	FRYSC, SBHC
<p>Activity - Lloyd Alumni Association</p> <p>The district will support the goals and work of the Lloyd Alumni Association with active engagement and collaboration</p> <p>Schools: All Schools</p>	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Assist. Superintendent
<p>Activity - Parent Focused Activities</p> <p>Schools will utilize parent engagement activities such as back-to-school celebrations, open houses, student led conferences, and parent academies to increase opportunities for parental involvement</p> <p>Schools: All Schools</p>	Parent Involvement	11/01/2012	05/31/2017	\$4000	Title I Part A	Principals
<p>Activity - Parent Academies</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive Improvement Plan for Districts

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Parent Academies will continue to be implemented at the Middle School & High School Level specifically featuring informational sessions relating to EXPLORE, PLAN, and ACT Assessments, and their utilization in students' plans, and goal setting relating to college and career readiness. Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center	Parent Involvement	11/01/2012	05/31/2017	\$0	No Funding Required	Middle School and High School Principals and Guidance Counselors
Activity - College/Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of Junior students will be targeted for individual counseling relating to college and career readiness Schools: Lloyd High School, Bartlett Educational Center	Parent Involvement	11/01/2012	05/31/2017	\$0	No Funding Required	Principal and Guidance Counselors
Activity - College Admission Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school will continue to host a Senior and Junior Parent night for presentation, overview, and guidance relating to college admission standards, application process and FAFSA (Free Application for Federal Student Aid) Schools: Lloyd High School, Bartlett Educational Center	Parent Involvement	11/01/2012	05/31/2017	\$0	No Funding Required	Principal and Guidance Counselors
Activity - Private Schools - Equitable Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will utilize Title I funds in coordination with Title II funds in providing equitable resources for local private schools for continued implementation of scientifically research-based interventions for targeted students at private schools as well as high quality professional development for related private school teachers and paraeducators, including multisensory approaches to instruction Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$5000	Title I Part A, Title II Part A	Federal Programs Coordinator
Activity - Private School - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Federal Programs coordinator will continue to facilitate utilization of Title funding, instructional programs, and professional development through qualifying Private Schools to insure research based instruction, technology, and appropriate professional development activities are provided, and monitored with success being measured through pre and posttest monitoring utilizing a norm-referenced test Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$2000	Title I Part A, Title II Part A	Federal Programs Coordinator
Activity - Utilization of Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In order to best utilize federal, state, district, and community financial resources, and to ensure compliance relating to all ethical and legal guidelines, continuing, ongoing finance training will be provided for all building level administrators, athletic directors, etc. Schools: All Schools	Professional Learning	11/01/2012	05/31/2017	\$2000	District Funding	Supt., Designee
Activity - Emergency Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district emergency planning committee, in collaboration with local community agencies will continue to update the district's emergency plan and collaborate with schools to ensure each school emergency plan is continually updated Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	DPP, Central Office Staff, Principals, Health Center Staff, School Resource Officers, and FRYSC Directors
Activity - Developmental Assests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will collaboratively work with City Government and other community organizations (YMCA, City Parks/Rec., County Extension, 4-H, Big Brothers/Big Sisters, Boys and Girls Club) to increase student developmental assets Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Supt., Assist. Supt., and other designees
Activity - Born Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue implementation of Toyota's Born Learning Academy at our elementary schools. Born Learning is an innovative public engagement campaign that helps parents, caregivers and communities create quality learning opportunities for young children. The program educates parents on how to teach their child from the ages of 0-5 before they enter school. This is a collaborative effort, involving the schools, Family Resource Centers and Toyota/United Way - Success by 6. Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Parent Involvement	11/01/2012	05/31/2017	\$4000	Other	Building Principal, Instructional Coaches, Counselor, Family Resource Center
Activity - Service Learning & Community Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will develop a community committee to focus on improving the local community and providing opportunities for service learning, and community programming for youth and others Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Supt.

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Activity - Youth Programing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will partner with Children's Inc., the Brighton Center, the local police departments, local public library, other interested community organizations, and the Boys and Girls Club of Greater Cincinnati to increase programming for youth focusing on students at the Middle and High School levels Schools: Tichenor Middle School, Lloyd High School	Community Engagement	11/01/2012	05/31/2017	\$50418	General Fund	Supt., Asst. Supt., Principals, Counselors, FRYSC

Activity - Student Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent student advisory committees will increase the focus on service learning and continue partnership with Children's, Inc. Schools: Tichenor Middle School, Lloyd High School	Community Engagement	11/01/2012	05/31/2017	\$1000	District Funding	Supt., MS/HS Principals, FRYSC

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The High School and Middle School will utilize KDE's organizational framework for Operation Preparation, a joint initiative of KDE and the Office of Workforce Development. A community-based volunteer advising program that provides a powerful opportunity for schools, students, parents and communities to collaborate in the college- and career-planning and advising process Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Instructional Coordinator, Principals

Activity - Parents & Teachers Talking Together	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued expansion and implementation of PARENTS AND TEACHERS TALKING TOGETHER (PT3), which is a voluntary, structured dialogue to initiate ongoing conversations between parents and teachers about school and student needs. The conversations were created by and are facilitated by the Prichard Committee for Academic Excellence, an independent citizen's advocacy organization working to improve education. It allows schools and parents to have open dialogue about how all can work best together for students. Schools: All Schools	Parent Involvement	06/02/2014	06/01/2017	\$0	No Funding Required	Principal

Strategy 2:

Communication - The strategy will serve as a means of improving school and district communication to increase parental and community awareness

Category: Stakeholder Engagement

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will publicize academic, extra-curricular, and athletic programs- both schedules and results utilizing local media/business establishments, internet, phone system, etc.: progress on this activity will be regularly reported to the Superintendent by the school principals and representatives from Rose Communications. Schools: All Schools	Community Engagement	11/01/2012	05/31/2017	\$0	No Funding Required	Athletic Director, Supt., Principals, Teachers
Activity - Title I Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Schools will continue to send an English and Spanish newsletter to parents through Home/School Connection and post them on the district website Schools: Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Community Engagement	11/01/2012	05/31/2017	\$500	Title I Part A	Title I Director, Principals
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district and the schools will continue to use technology to communicate more effectively with parents on a regular and consistent basis (Phone, emails, automated call system, websites, social media). Schools: All Schools	Technology	11/01/2012	05/31/2017	\$0	No Funding Required	Supt., Principals, Chief Info. Officer
Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will work to increase the awareness of resources such as, Infinite Campus tools, blogs, Twitter, TransAct, and other communication tools Schools: All Schools	Technology	11/01/2012	05/31/2017	\$0	No Funding Required	Supt., Principals,, Chief Info. Officer
Activity - Infinite Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support will be provided to parents regarding the information available to them through Infinite Campus Schools: All Schools	Parent Involvement	11/01/2012	05/31/2017	\$0	No Funding Required	Principals, Building IC Trainers
Activity - Communication Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District will continue to partner with Rose Communications to implement the developed communication plan, increase communication with the public through various strategies such as newsletters, press releases, etc. The distribution of a community newsletter, ENGAGE, will be a primary focus of communication with the community at large.	Other	11/01/2012	05/31/2017	\$28787	District Funding	Superintendent, All Administrators
Schools: All Schools						

Goal 6: The Erlanger-Elsmere School District Will Increase The Percentage Of Effective Teachers As Measured By Kentucky's Professional Growth And Evaluation System (PGES) By 2020.

Measurable Objective 1:

collaborate to increase the percentage of "Effective Teachers" by 05/31/2020 as measured by Kentucky's Professional Growth & Evaluation System (PGES). (Specific measures in setting goals for improvement will not become available until after PGES is fully implemented in 2015.)

Strategy 1:

CIITS - The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky

Category: Teacher PGES

Activity - Professional Learning Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Professional learning experiences for Erlanger-Elsmere educators relating to Kentucky's Continuous Instructional Improvement Technology System (CIITS) in the following areas: Creation and publication of lesson plans; Creation of assessments using the CIITS Assessment Administrator Module to create assessments; Use of the School & District Data module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning; Use of the Educator Development Suite to increase educator knowledge of how to implement high effective teaching and learning in the classroom; Access of professional learning opportunities through the professional development arm of the Educator Development Suite.	Professional Learning	09/03/2012	05/29/2020	\$10400	Race to the Top	Central Office, Admin., School Admin., Instructional Coaches
Schools: All Schools						

Activity - Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

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<p>Educators will utilize CIITS in each of the following areas, with educator usage monitored through CIITS at the state and district levels: Creation and publication of lesson plans; Creation of assessments using CIITS Assessment Administrator Module to create assessments; Use of the School & District Data Module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning; Use of the Educator Development Suite to increase educator knowledge of how to implement highly effective teaching and learning in the classroom; Access of professional learning opportunities through the professional development arm of the Educator Development Suite.</p> <p>Schools: All Schools</p>	Other	09/03/2013	05/29/2020	\$6000	Other	Central Office Admin., School Admin., Instructional Coaches
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Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A clicker system will be explored for use at all schools tied to utilization of the clickers with their on-going implementation of CIITS, particularly in the creation and use of classroom assessments.</p> <p>Schools: All Schools</p>	Technology	06/01/2012	06/12/2020	\$2311	Race to the Top, Other	Instructional Coordinator, Principal, Instructional Coach, classroom teachers

Strategy 2:

Teacher & Leader Professional Growth & Effectiveness System - Continued implementation will increase teacher and administrator effectiveness in instruction.

Category: Teacher PGES

Activity - PGES Full Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District administrators and teachers will fully implement PGES during the 2015-16 school-year as the primary source of teacher evaluation and professional growth and improvement.</p> <p>Schools: All Schools</p>	Professional Learning	08/03/2015	06/10/2016	\$250	Race to the Top	Central Office Admin., School Admin., Instructional Coaches, Teachers

Activity - PGES & CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In participation of Kentucky's field test events relating to the new Teacher and Leader Professional Growth & Effectiveness System, administrators will utilize the CIITS professional development arm of the Educator Development Suite. Surface tablets will be purchased for all administrators and Instructional Coaches to complete initial certification, peer observation training, and teacher observations.</p> <p>Schools: All Schools</p>	Other	09/28/2012	05/15/2015	\$7225	Race to the Top	Central Office Admin., School Admin., Instructional Coaches, Selected Teachers

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Activity - Observer Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent, Assistant Superintendent, Instructional Coordinator, all Principals and all Assistant Principals will participate in full Observer Training through Teachscape, or recalibration on an annual basis, depending on each individual's required training timetable. Schools: All Schools	Professional Learning	01/01/2013	06/01/2020	\$4886	Race to the Top	Super., Assist. Super., Instructional Coordinator, all Principals and all Assistant Principals
Activity - Erlanger-Elsmere PGES, PPGES, and OPGES Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with the Erlanger-Elsmere Evaluation Committee, the Erlanger-Elsmere Schools and School Board will continue to plan, edit, and modify policies and procedures relating to the district's PGES, PPGES, and OPGES systems, in compliance with state requirements. Schools: All Schools	Policy and Process	04/02/2014	06/01/2020	\$0	No Funding Required	Superintendent, Assistant Superintendent, Instructional Coordinator, & others
Activity - Educator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools will continue to provide training for all staff members in implementation of PGES, OPGES and PPGES systems relating to goal development and assessment analysis, as well as other components new and specific to the professional growth and evaluation system, as it evolves. Schools: All Schools	Professional Learning	08/01/2014	06/05/2020	\$0	No Funding Required	Superintendent, Assist. Superintendent, Instructional Coordinator
Activity - Evaluation Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools will utilize and analyze PGES, PPGES, and OPGES results and data to make decisions relating to professional learning needs as well as district and school improvement. Schools: All Schools	Policy and Process	06/01/2015	06/01/2020	\$0	No Funding Required	Superintendent, Assist. Superintendent, Instructional Coordinator
Activity - Utilization of ISLN and ISLN Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Erlanger-Elsmere Independent

The leadership of the Erlanger-Elsmere Schools will utilize KDE's ISLN's and ISLN Webcasts for further instruction, advice and guidance relating to implementation and utilization of PGES, OPGES, and PGES systems.	Professional Learning	08/01/2014	06/01/2020	\$0	No Funding Required	Superintendent, Assist. Superintendent, Instructional Coordinator, Director of Special Education
Schools: All Schools						

Goal 7: The Erlanger-Elsmere School District Will Increase The Percentage Of Effective Principals As Measured By Kentucky's Principal Professional Growth And Evaluation System (PPGES) By 2020.

Measurable Objective 1:

collaborate to increase the percentage of "Effective Principals" by 05/31/2020 as measured by Kentucky's Principal Professional Growth & Evaluation System (PPGES). (Specific measures in setting goals for improvement will not become available until after PGES is fully implemented in 2015.).

Strategy 1:

Administrative Development - By providing a framework of professional growth and learning for all administrators of the PPGES

Category: Principal PGES

Activity - Administrative PLC Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will work within the framework of existing PLC's for continued implementation and monitoring of PPGES, OPGES, and PGES systems to ensure all leadership is knowledgeable of PPGES components and expectations; Review principal responsibilities within context of PPGES components and expectations; review and recommend human capital and fiscal resources and allocations to support principal effectiveness; Review policy and procedure currently related to principal effectiveness; recommend modifications to policy and procedure to support principal effectiveness.	Policy and Process	08/01/2013	06/01/2020	\$0	No Funding Required	Supt., Central Office Staff, Principals
Schools: All Schools						

Activity - Participation in Kentucky Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Kentucky Leadership Academy will be the method that KDE utilizes in training principals in PPGES and PGES.	Professional Learning	08/01/2013	06/01/2020	\$6000	General Fund	Principals
Schools: All Schools						

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Activity - Participation in KDE PPGES and PGES ISLN and ISLN Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ISLN and ISLN activities are all designed as KDE's "supporting arm" in facilitation of administrative growth Schools: All Schools	Professional Learning	08/01/2013	06/01/2020	\$0	No Funding Required	Supt., Central Office Staff, Principals

Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement a district-wide Professional Learning Plan for PPGES components and expectations that incorporate leadership around the following: Performance Standards as drivers for Professional Growth; Student Growth Goal Development using ASSIST; Professional Growth Goal Setting based on Self-reflection and student need; Val-Ed 360 administration and results usage; TELL Kentucky Survey administration and results usage; and Effective feedback. Schools: All Schools	Professional Learning	08/01/2013	06/01/2020	\$1200	General Fund	Superintendent, Central Office Staff, Principals

Strategy 2:

Implementation - The Professional Growth and Effectiveness System and the Principal Professional Growth and Effectiveness System will be implemented beginning with the 2014-15 School Year.

Category: Principal PGES

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Student Growth Goals based on student need as identified in School Improvement Plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long-range target: 2014-15; 2015-16 and beyond Schools: All Schools	Other	08/01/2013	06/01/2020	\$0	No Funding Required	Supt., Central Office Staff, Principals

Activity - Working Conditions Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Working Conditions goal based on most recent TELL Kentucky Survey data with a corresponding rubric to identify level of success in achieving intermediate goals toward long-range targets. Schools: All Schools	Professional Learning	08/01/2013	06/01/2020	\$0	No Funding Required	Supt., Central Office Staff, Principals

Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Development of Professional Growth Plan based on self-reflection and student growth needs Schools: All Schools	Professional Learning	08/01/2013	06/01/2020	\$0	No Funding Required	Supt., Designee, Principals
Activity - Implementation of Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Professional Growth Plan including multiple review points in collaboration with Superintendent/designee Schools: All Schools	Professional Learning	08/01/2013	06/01/2020	\$0	No Funding Required	Supt., Designee, Principals
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator: Formative review of success in performance standards; Formative review of student growth goal attainment; Formative review of PGP implementation; Formative review of supervisor's assessment of working conditions Schools: All Schools	Other	08/01/2013	06/01/2020	\$0	No Funding Required	Superintendent/Designee; Principals
Activity - Intentional Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of an intentional schedule of district walk throughs with principals, and of an intentional schedule for classroom visits beyond scheduled observations Schools: All Schools	Other	08/01/2013	06/01/2020	\$0	No Funding Required	Supt., Designee, Principals
Activity - Erlanger-Elsmere PGES, PPGES, OPGES Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with the Erlanger-Elsmere Evaluation Committee, the Erlanger-Elsmere Schools and School Board will continue to plan, edit, and modify policies and procedures relating to the district's PGES, PPGES, and OPGES systems, in compliance with state requirements. Schools: All Schools	Policy and Process	04/02/2014	06/01/2020	\$0	No Funding Required	Supt.; Assist. Supt., Instructional Coordinator
Activity - Evaluation Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools will utilize and analyze PGES, PPGES, and OPGES results and data to make decisions relating to professional learning needs as well as district and school improvement. Schools: All Schools	Policy and Process	06/01/2015	06/01/2020	\$0	No Funding Required	Supt., Assist. Supt., Instructional Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fast Forward	Continued support and training regarding proper utilization of proven brain-researched Fast Forward Programs	Direct Instruction	11/01/2012	05/31/2017	\$7000	Assist. Supt., Principals, Instructional Coaches, FF Teachers
Preschool Programing	To better prepare students for success in Kindergarten, the Erlanger-Elsmere Schools will continue to provide a preschool program for children in the district age three to five who meet eligibility standards - either qualifying due to an identified developmental delay, or by being deemed at-risk due to financial status at or below the 150% of the poverty level. The preschool program is housed at Arnett Elementary, but services the entire district. Work will take place to ensure compliance related to transition from Part C to Part B.	Academic Support Program	08/14/2013	05/31/2014	\$73690	Superintendent, Assistant Superintendent, Preschool Director, Preschool Staff & Specialists
Instruction	Additional research-based reading and math instruction for students in need of assistance will be implemented at all levels	Direct Instruction	11/01/2012	05/31/2017	\$2000	Special Ed. Director, Asst. Supt., Principals, District ELL Personnel
Career Fairs	The district will continue to recruit more minority teachers through career fairs and other activities	Recruitment and Retention	11/01/2012	05/31/2017	\$200	District Admin.
Instructional Coaches	The district will utilize Federal Title II, Part A and Title I funds in coordination with other funds in providing instructional coaches and professional development support at each school. As necessary, the district will further utilize Title II, Part A funds in issues relating to highly-qualified teachers and paraprofessionals	Professional Learning	08/01/2012	05/31/2017	\$10000	Federal Program Coordinator

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Reading Mastery	The READING MASTERY PROGRAM (McGraw Hill) will continue to be utilized at Howell Elementary School as the direct instructional core reading program and intervention in grades K through 2 as a pilot program to build a strong reading foundation for all students. Teacher training and ongoing coaching will be provided through the district's literacy consultant. Additional coaching and monitoring will be coordinated through the school's instructional coach. The program will serve as a pilot for possible consideration in our district's other elementary schools.	Direct Instruction	01/02/2013	05/31/2017	\$25000	NKCES Staff, Principal, Instructional Coach
Text Dependent Questions	Book Study: Text Dependent Questions - Pathways To Close And Critical Reading (Fisher and Frey). The method is based on this framework: What does the text say?; How does the text work?; What does the text mean?; and What does the text inspire you to do? - all focusing on general understanding, key details, vocabulary, structure, authors craft, authors purpose, intertextual connections, write, investigate, present, and debate.	Professional Learning	11/03/2014	06/01/2015	\$600	Literacy Consultant, Principals, Instructional Coaches
Middle School and High School SACS Accreditation	Lloyd Memorial High School and Tichenor Middle School will maintain and renew their SACS accreditation	Other	12/01/2014	05/26/2017	\$1450	High School and Middle School Administration and Staff, Superintendent, Assistant Superintendent, and Instructional Coordinator
Gifted - Talented	Provide ongoing support and training for Instructional Coaches and other staff members involved with meeting the needs of Gifted/Talented Students and in support of the Gifted Education Program	Professional Learning	11/01/2012	05/31/2017	\$3000	Assist. Supt.
New Administrator Training	All new administrators will participate in the Kentucky Leadership Academy and the NKU Principal Academy	Professional Learning	11/01/2012	05/31/2017	\$4000	Assist. Supt., New administrators
Instructional Rounds	Training and Utilization Of The Instructional Rounds Process	Professional Learning	11/01/2012	05/31/2017	\$2000	Central Office and Building Level Admin.; Instructional Coaches; Teachers
Participation in Kentucky Leadership Academy	The Kentucky Leadership Academy will be the method that KDE utilizes in training principals in PPGES and PGES.	Professional Learning	08/01/2013	06/01/2020	\$6000	Principals
Youth Programing	District will partner with Children's Inc., the Brighton Center, the local police departments, local public library, other interested community organizations, and the Boys and Girls Club of Greater Cincinnati to increase programming for youth focusing on students at the Middle and High School levels	Community Engagement	11/01/2012	05/31/2017	\$50418	Supt., Asst. Supt., Principals, Counselors, FRYSC

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Instructional Coach Support	Provide ongoing support and training for Instructional Coaches' knowledge base and instructional/administrative expertise	Professional Learning	11/01/2012	05/31/2017	\$15000	Assist. Super.
Safe & Civil Schools	Utilize district personnel, principals, counselors, instructional coaches, and key teachers in full-year training and implementation of "Safe & Civil Schools," to assist in developing better behavior management strategies in schools; learn effective classroom management procedures; implement school-wide positive behavior support and response-to-intervention for behavior; and design and implement a better school improvement plan. Form Crisis Teams in each school and have each member trained by a CPI Certified Trainer. The goals with the approach are that all students must be treated with dignity and respect; students should be taught the skills and behaviors necessary for success; motivation and responsibility should be encouraged through positive interactions and building relationships with students; and student misbehavior represents a teaching opportunity.	Professional Learning	09/03/2012	05/31/2017	\$4000	District Personnel, Principals, Counselors, Instructional Coaches, CPI Certified Trainer, and Key Teachers
Opportunities	The Bartlett Educational Center will continue to be utilized to provide opportunities for students who are two years behind in their cohort and for which the traditional model of school has not proved successful - this will be accomplished by utilizing a web based program called Edmentum (Plato) and supplemental materials deemed instructionally appropriate for the credit being earned. Funds allocated to the district from SB 97 Raising the Compulsory Attendance Age will be utilized.	Other	11/01/2012	05/31/2017	\$280000	DPP, High School Principal, Middle School Principal and Principal - Bartlett Educational Center
Professional Learning Plan	The district will implement a district-wide Professional Learning Plan for PPGES components and expectations that incorporate leadership around the following: Performance Standards as drivers for Professional Growth; Student Growth Goal Development using ASSIST; Professional Growth Goal Setting based on Self-reflection and student need; Val-Ed 360 administration and results usage; TELL Kentucky Survey administration and results usage; and Effective feedback.	Professional Learning	08/01/2013	06/01/2020	\$1200	Superintendent, Central Office Staff, Principals
Dual Credits	In collaboration with Northern Kentucky University and Gateway Community and Technical College, Dual Credits will continue to be provided offering high school students the opportunity to simultaneously earn high school and college credits during the traditional school day. Additionally, the district will collaborate with Gateway Community College in exploration of career pathways, allowing students to earn industry certificates, while at the same time earning high school credit.	Professional Learning	11/01/2012	05/31/2015	\$8000	High School Principals and Counselors

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Paraeducator Training	Provide professional development training for all paraeducators and other classified staff members, including focus on implementation of Safe Schools computerized training courses, covering broad topics relating to job specific skills	Professional Learning	11/01/2012	05/31/2017	\$5000	Assistant Supt., Principals, & Other Dist. Personnel
Comprehensive Assessment Strategies	All students will be assessed with a comprehensive assessment system that is aligned to state and federal standards, College Readiness Standards, Lang. Prof. Standards (ELL), and essential learning items. Students not scoring at benchmarks will receive interventions starting in the regular classroom	Direct Instruction	11/01/2012	05/31/2017	\$15000	Principals, Instructional Coaches, & District Administration
District Programs	Maintain, support and promote district programs such as intramural athletics, local service organizations, FRYSC, SBHC, PTO/PTA, parent training programs, and city government	Community Engagement	11/01/2012	05/31/2017	\$124100	All staff members
Learning Paths	All schools will continue to implement and utilize Compass Odyssey learning paths to MAP Assessment for progress monitoring, as well as differentiation and intervention of learning	Direct Instruction	11/01/2012	05/31/2017	\$175000	Teachers, Instructional Coaches, District Admin.
NWEA MAP Assessment Utilization	Teachers will continue to analyze MAP results and common assessment results to guide instruction and receive additional MAP Training	Academic Support Program	11/01/2012	05/31/2017	\$5000	Principals, Instructional Coaches, District Administration
Total					\$817658	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Higher Order Questioning	Instructors will intentionally design and plan higher order instructional delivery focusing on appropriate questioning strategies in each lesson based on Blooms Taxonomy models.	Direct Instruction	08/01/2014	06/01/2017	\$0	Instructional Coordinator, Principals, Instructional Coaches
Program Review Implementation	Each school will continue to demonstrate full implementation of the Program Review process in the following areas by maintaining teams to address the program reviews based on guidance documents provided by KDE, training provided through KDE, and coordinated with district guidance: Writing, Arts & Humanities, Practical Living/ Vocational Studies, World Languages, and Primary Program (Elementary only)	Other	09/03/2012	05/31/2017	\$0	Curriculum Coordinator, All Admin, Instructional Coaches, AH & PL Advisory Committee

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Student Needs	School teams will meet monthly to discuss student behavior and determine needs	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams, Principal, and SBDM Council
Intentional Connections	We will help PLC's work/focus by making intentional connections between state, district and school initiatives.	Professional Learning	08/06/2014	05/30/2017	\$0	Superintendent, Assistant Superintendent, Instructional Coordinator
Policies	Each PBIS Participating School will continue to review/revise their discipline policies	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School SBDM Teams & School Coaches
Cradle School	Cradle School is essentially a play date - but one aiming to bridge educational gaps by helping parents understand what their child needs to be prepared for kindergarten. A ten-week session, children will engage in play therapy to help determine developmental levels and needs. For parents, it's an opportunity to learn from a host of professional experts about how to help their child thrive. For example, nurses come to talk about well-child checkups and vaccination; family resource professionals talk about available community services; and librarians highlight the importance of literacy.	Parent Involvement	08/14/2013	05/31/2017	\$0	Preschool Director, preschool teachers and staff members, district health professionals, and family resource centers
Analysis For Effectiveness	The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID	Other	11/01/2012	05/31/2017	\$0	District and School Teams, Supt., DPP
Teacher Leaders	Administrators will identify teacher leaders they will select to assist in the study and development of a balanced assessment system	Professional Learning	11/01/2012	05/31/2017	\$0	All Admin.
Monitoring	Continual updating and monitoring of pacing guides, essential learning targets, and common assessments based on Kentucky's Model Curriculum Framework, Program Of Studies and Core Academic Standards relating to all content areas: Mathematics, Reading, Writing, Science, Social Studies, Arts & Humanities, Practical Living /Vocational Studies	Other	11/01/2012	05/31/2017	\$0	Central Office Admin., School Admin., Instructional Coaches

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Parents & Teachers Talking Together	Continued expansion and implementation of PARENTS AND TEACHERS TALKING TOGETHER (PT3), which is a voluntary, structured dialogue to initiate ongoing conversations between parents and teachers about school and student needs. The conversations were created by and are facilitated by the Prichard Committee for Academic Excellence, an independent citizen's advocacy organization working to improve education. It allows schools and parents to have open dialogue about how all can work best together for students.	Parent Involvement	06/02/2014	06/01/2017	\$0	Principal
Classroom Management	Discipline and classroom management professional development will be offered to new teachers and those in need of additional support and training with focus on positive behavioral interventions and culturally sensitive instruction	Professional Learning	11/01/2012	05/31/2017	\$0	Principals and other support staff
Evaluation Data Analysis	The Erlanger-Elsmere Schools will utilize and analyze PGES, PPGES, and OPGES results and data to make decisions relating to professional learning needs as well as district and school improvement.	Policy and Process	06/01/2015	06/01/2020	\$0	Superintendent, Assist. Superintendent, Instructional Coordinator
Planning	Plan for PBIS training for the school and district teams in the summer	Other	11/01/2012	05/31/2017	\$0	School and District Teams
Quarterly Meeting	School PBIS Coaches will meet quarterly with the District PBIS Team.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Coordinator and Coach
Due Process	The district will continue to conduct professional development training through the Northern Kentucky Cooperative for Educational Services for Chairpersons, evaluation personnel and special education providers in the areas of Evaluation procedures, Eligibility Requirements, and IEP Development/Progress Monitoring data collection procedures to ensure due process compliance and appropriate identification of students with disabilities	Professional Learning	11/01/2012	05/31/2017	\$0	Director of Special Ed., Evaluation Personnel, Special Education Providers, & ARC Chairpersons
Operation Preparation	The High School and Middle School will utilize KDE's organizational framework for Operation Preparation, a joint initiative of KDE and the Office of Workforce Development. A community-based volunteer advising program that provides a powerful opportunity for schools, students, parents and communities to collaborate in the college- and career-planning and advising process	Community Engagement	11/01/2012	05/31/2017	\$0	Instructional Coordinator, Principals
Knowledge Base	Administrators will continue expansion of their own knowledge of balanced assessment, and will continually assess teacher knowledge of balanced assessment within their school in planning for future action and training	Professional Learning	11/01/2012	05/31/2017	\$0	All Admin.

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District Advisory Council	The District Advisory Council will meet to review the Comprehensive District Improvement Plan and provide input	Community Engagement	11/01/2012	05/31/2017	\$0	Supt. and Assist. Supt.
Distict Support	The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.	Other	11/01/2012	05/31/2017	\$0	District Coaches & District Data Point of Contact
Utilization of Instructional Round Data	The district and schools will utilize feedback and data as a result of Instructional Rounds for Improvement Plans and Action Plans, targeting identified areas for improvement based on Instructional Rounds Feedback.	Professional Learning	08/04/2014	06/01/2017	\$0	Assistant Superintendent, Instructional Coordinator
Strengthen PLC's	We will improve/strengthen PLC work by re-defining and clarifying how PLC's can drive professional learning rather than being the professional learning.	Professional Learning	08/06/2014	05/30/2017	\$0	Superintendent, Assistant superintendent, Instructional Coordinator
Adopt A Block	In cooperation with Erlanger's Christ Chapel Church, utilize the "Adopt-A-Block" Saturday Community Programs to encompass all 4 elementary school communities	Community Engagement	11/01/2012	05/31/2017	\$0	Principals, Community Volunteers
Special Education Practices	The district will continue to analyze regular and special education practices, and English Language Learner practices, review existing IEPs, PSPs, student snapshots of accommodations, scores for quality in regard to rigor and appropriateness, and collaborate with parents: schedules/flex schedules will be analyzed and appropriately implemented that reflect the needs of individual learners & changes will be made as needed for continuous improvement	Other	11/01/2012	05/31/2017	\$0	Assist. Supt., Special Ed. Director, District ELL Staff
Data Analysis	The district, schools, students and the SBDM Councils will utilize multiple data sources to monitor student achievement (including data regarding specific target group areas) and recognize and celebrate teacher and student success	Other	11/01/2012	05/31/2017	\$0	District Admin., Principals, SBDM Councils, Instructional Coaches, Teachers
Collaboration	District Administrators and Principals will collaborate to study and review effective instructional practices to revise and refine expectations for quality teaching and learning	Other	11/01/2012	05/31/2017	\$0	Assist. Spt., Director of Spec. Ed. Principals, Instructional Coaches
Resources	Investigate community avenues to bring resources to students as needs are identified such as grants for substance abuse, early intervention programs, etc.	Community Engagement	11/01/2012	05/31/2017	\$0	All administrators, teachers, and support staff

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Professional School Counseling Program	The Professional School Counseling Staff at all schools will work in conjunction with NKU to incorporate evidenced-based practices into their comprehensive developmental school counseling program. This may include using data to evaluate sections of the school counseling program and its effectiveness in reducing behavioral incidents, increasing attendance, and improving academic achievement. The Professional School Counseling staff will work to create a proactive approach in teaching students these skills and working with teachers and students to encourage their success in the classroom. Professional School Counseling staff will also collaborate with teachers and administrators by serving on committees such as PBIS and the scheduling committee to help analyze data to review program effectiveness and promote growth towards students academic and behavioral goals.	Academic Support Program	01/01/2013	05/31/2017	\$0	School Counselors, School Principals, District Leadership, NKU Professor
AH/PLCS Advisory Committees	Advisory Committees will continue to be lead and coordinated for Arts & Humanities, Health, and Physical Education for the Arts and Humanities and Practical Living/Career Studies Programs to provide our AH and PL/CS teachers within the district regular opportunities for collaboration and discussion with each other to improve instructional practices, share resources and knowledge, develop district-wide programs (products, shows, multi-school events), and strengthen the district's Arts and Humanities and Practical Living/Career Studies Programs.	Other	01/24/2013	05/31/2017	\$0	Instructional Coordinator, Art, Music, Physical Education Career-Studies Teachers, and Guidance Counselors
Evidence-Based Practices	The Professional School Counseling Staff at Tichenor Middle School will work in conjunction with NKU to incorporate evidenced-based practices into Tichenor's comprehensive developmental school counseling program. This may include using data to evaluate sections of the school counseling program and its effectiveness in reducing behavioral incidents, increasing attendance, and improving academic achievement, which are the goals of the TMS Counseling program. The Professional School Counseling staff has divided up to assign a counselor to work with the students and staff of one grade each to identify skills students may be lagging, which have led to behavioral difficulties. The Professional School Counseling staff will work to create a proactive approach in teaching students these skills and working with teachers and students to encourage their success in the classroom. Professional School Counseling staff will also collaborate with teachers and administrators by serving on committees such as PBIS and the scheduling committee to help analyze data to review program effectiveness and promote growth towards students academic and behavioral goals.	Academic Support Program	08/15/2012	05/31/2017	\$0	Principal, Assist. Principal, Counseling Staff, Dr. Zyromski (NKU), Instructional Coach, Teachers, Parents

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Prichard Committee	The district will promote the Prichard Committee's Commonwealth Institute for Parent Leadership as an avenue to help and train parents to become more involved in improving our schools to enhance academic achievement for all students (In addition, representatives of the Prichard Committee are available to provide training for parents on-site with topics such as the new Common Core Standards.)	Parent Involvement	11/01/2012	05/31/2017	\$0	All Central Office Admin. & School Principals
ARC Support	Ongoing support will continue to be provided for ARC chairpersons and administrators that work with discipline issues (Mentoring and Professional Development will be provided as needed on an individual basis at the school and district levels)	Professional Learning	11/01/2012	05/31/2017	\$0	Special Ed. Director, Assist. Supt., NKCES
Kenton County Alliance	The district will continue to participate in the Kenton County Alliance to Prevent Substance Abuse in recognition of their mission "to reduce and prevent substance abuse among youth and eventually adults in Northern Kentucky." Their goals are to: Identify local substance abuse issues; Identify strategies that fit community resources to address these strategies	Community Engagement	11/01/2012	05/31/2017	\$0	NKCES District Staff
Recognition	Each school shall increase the nominations for the Board of Education's monthly parent, student, community member, teacher recognition program so that one student and one parent is recognized monthly	Community Engagement	11/01/2012	05/31/2017	\$0	Supt., Board of Educ., Parents, Students, Principals, Teachers
RTI-KSI: Behavioral	Continue to develop and revise recommended intervention pyramids that will provide a sequence of strategies to address all aspects of the "whole student" (alternatives to suspension, school-wide behavioral supports; analysis of attendance, discipline, suspension, and expulsion rates, etc.)	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Director of Special Ed., Asst. Supt, Principals, Instructional Coaches
New Staff Members	All new staff in participating schools will receive PBIS Training	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Development of Professional Growth Plan	Development of Professional Growth Plan based on self-reflection and student growth needs	Professional Learning	08/01/2013	06/01/2020	\$0	Supt., Designee, Principals
Home Visits	Schools will conduct home visits as needed to increase parent communication and establish a positive rapport with parents	Parent Involvement	11/01/2012	05/31/2017	\$0	Principals, Counselors, Teachers, DPP, & other pertinent personnel
Developmental Assessts	The district will collaboratively work with City Government and other community organizations (YMCA, City Parks/Rec., County Extension, 4-H, Big Brothers/Big Sisters, Boys and Girls Club) to increase student developmental assets	Community Engagement	11/01/2012	05/31/2017	\$0	Supt., Assist. Supt., and other designees

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School Reporting	School teams will report data and successful strategies/interventions and share this information quarterly with the district team	Other	11/01/2012	05/31/2017	\$0	School Team
Coaching Institute	Selected Team Members will attend the KYCID PBIS Network Coaching Institute	Professional Learning	11/01/2012	05/31/2017	\$0	School and District Teams
Standards Based Training	All staff members will continue to receive training and opportunities for self-study relating to transitioning to standards based reporting - addressing product, process, and progress criteria	Professional Learning	06/01/2011	05/31/2017	\$0	All Admin. & teachers
Modeling	We will increase focus on PLC processes and protocols by modeling the research-based PLC processes in order to align and support instructional practices.	Professional Learning	08/06/2014	05/30/2017	\$0	Supt., Asst. Superintendent, Instructional Coordinator
Numeracy	The Numeracy Consultant from the Northern Kentucky Cooperative For Education Services will continue to be a resource available to schools to strengthen the following: Numeracy Audits; Instructional Strategies & Embedded Professional Development	Professional Learning	11/01/2012	05/31/2017	\$0	NKCES Numeracy Consultant, Instructional Coaches, & Related Staff
SBDM Councils	Participating Schools' SBDM Councils will receive an overview of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Collaboration	Collaboration and inclusion will continue to increase at the elementary, middle, and high school levels for special education, ELL and general education; Monitoring will occur and include data such as grades, and individual student progress monitoring. The data will be utilized to improve instruction, provide intervention, and ensure the use of research-based effective instructional practices.	Other	11/01/2012	05/31/2017	\$0	Special Ed. Director, Assist. Supt., Principals, District ELL Personnel, Instructional Coaches
IEP-PSP	Teachers will collaborate to provide instruction that is consistent with the core content, individual identified needs, and each student's IEP and/or PSP as evidenced by master schedules, lesson plans, and monitoring data	Other	11/01/2012	05/31/2017	\$0	Principals, Instructional Coaches, & District Admin.
Student Growth Goals	Development of Student Growth Goals based on student need as identified in School Improvement Plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long-range target: 2014-15; 2015-16 and beyond	Other	08/01/2013	06/01/2020	\$0	Supt., Central Office Staff, Principals
Grants	The district will collaborate with the NKCES Grant Writer to seek appropriate and relevant grant opportunities for use within the district: Teaching American History Grant; Professional Development For Arts Educators Grant; Drug Free Communities Grant; On Track With Business Grant; Secure Our Schools Grant; Elementary and Secondary School Counseling Grant	Community Engagement	11/01/2012	05/31/2017	\$0	Supt., Assist. Supt.

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Interventions	Review and monitor protocol and specific procedures regarding referrals for evaluations related to potential special education identification for students who are ELL ensuring the use of appropriate research-based instructional interventions.	Direct Instruction	11/01/2012	05/31/2017	\$0	Asst. Supt., Director of Special Ed., Dist. Title III Coordinator, ELL Staff
Standards Based Implementation	Standards based reporting systems will continue to be explored for implementation at each school addressing product, process, and progress criteria	Other	08/02/2012	05/31/2017	\$0	Central Office Admin., School Admin.
College Admission Standards	The high school will continue to host a Senior and Junior Parent night for presentation, overview, and guidance relating to college admission standards, application process and FAFSA (Free Application for Federal Student Aid)	Parent Involvement	11/01/2012	05/31/2017	\$0	Principal and Guidance Counselors
Training	Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District & School Coordinators and Coaches
Lloyd Alumni Association	The district will support the goals and work of the Lloyd Alumni Association with active engagement and collaboration	Community Engagement	11/01/2012	05/31/2017	\$0	Assist. Superintendent
Target Achievement Gaps	Identify and target achievement gaps in core content areas	Direct Instruction	11/01/2012	05/31/2017	\$0	Dist. Title III Coordinator, Principals, All Teachers, Asst. Supt.
Full Implementation	In collaboration with Kenton County Courts, the truancy diversion program will be fully implemented as a tool at the middle and high school levels as court designated workers are assigned to habitual truants in grades 6-12	Other	09/03/2012	05/31/2017	\$0	DPP, Principals, FRYSC
CSIP	Monitoring of progress and implementation of each school's CSIP in regards to each school's progress in meeting state and federal goals	Other	11/01/2012	05/31/2017	\$0	Supt. and Assist. Supt.
Goal Setting	Students will be integral partners in setting their MAP learning goals	Direct Instruction	11/01/2012	05/31/2017	\$0	Teachers, Principals, District Admin.
Hope, Engagement, Well-being	Administration and utilization of data from Gallup Student Poll as a measure of hope, engagement, and well-being	Other	11/01/2012	05/31/2017	\$0	Building Principals, Central Office Personnel
Participation in KDE PPGES and PGES ISLN and ISLN Webcasts	ISLN and ISLN activities are all designed as KDE's "supporting arm" in facilitation of administrative growth	Professional Learning	08/01/2013	06/01/2020	\$0	Supt., Central Office Staff, Principals

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Additional Strategies & Activities	Additional strategies and activities relating to the improvement of Graduation Rates may be found under this goal: "The Erlanger-Elsmere School District will meet its state goal relating to the percentage of students that are college and career ready by the spring of 2015."	Other	11/01/2012	05/31/2017	\$0	District & School Level Admin.
Proactive Approach	The District Dropout Team will continue to collaborate throughout the school year to study data and to establish a K-12 proactive approach to decrease the amount of students dropping out of school	Other	11/01/2012	05/31/2017	\$0	DPP, FRYSC, Guidance Counselors, Admin., Teachers, Paul Flaughter (DFC)
Administrative PLC Utilization	The district will work within the framework of existing PLC's for continued implementation and monitoring of PPGES, OPGES, and PGES systems to ensure all leadership is knowledgeable of PPGES components and expectations; Review principal responsibilities within context of PPGES components and expectations; review and recommend human capital and fiscal resources and allocations to support principal effectiveness; Review policy and procedure currently related to principal effectiveness; recommend modifications to policy and procedure to support principal effectiveness.	Policy and Process	08/01/2013	06/01/2020	\$0	Supt., Central Office Staff, Principals
Student Partnership Committee	The district will continue a student partnership committee to meet with the Superintendent each quarter to gain more student input and increase collaboration with students	Community Engagement	11/01/2012	05/31/2017	\$0	Supt.
Why	All new members of teams will receive 3 hours of "why" PBIS training	Professional Learning	11/01/2012	05/31/2017	\$0	District and School Coordinators
Substitute Teachers	Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
NKCES Utilization	Collaboration for services	Professional Learning	11/01/2012	05/31/2017	\$0	Assist. Supt., Instructional Coaches, and Other School Level Reps.
Literacy	The Literacy Consultant from the Northern Kentucky Cooperative For Educational Services will continue to be a resource available to schools to integrate the following actions: Literacy Audits; Instructional Strategies With Embedded Professional Development; and Consultation With All Middle School Staff Members (PLC Model)	Professional Learning	11/01/2012	05/31/2017	\$0	NKCES Literacy Consultant, Instructional Coaches & Related Staff
Common Areas	Schools will revise expectations for behavior in common areas as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils

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Partnerships	Seek and utilize "BEST" and other business partnerships in collaboration for school improvement.	Community Engagement	11/01/2012	05/31/2017	\$0	Principals
Technology	The district and the schools will continue to use technology to communicate more effectively with parents on a regular and consistent basis (Phone, emails, automated call system, websites, social media).	Technology	11/01/2012	05/31/2017	\$0	Supt., Principals, Chief Info. Officer
Educator Training	The Erlanger-Elsmere Schools will continue to provide training for all staff members in implementation of PGES, OPGES and PPGES systems relating to goal development and assessment analysis, as well as other components new and specific to the professional growth and evaluation system, as it evolves.	Professional Learning	08/01/2014	06/05/2020	\$0	Superintendent, Assist. Superintendent, Instructional Coordinator
RTI-KSI Academic	Continue to develop and revise recommended intervention pyramids that will provide scaffolded strategies to assure academic success of students and will provide the monitoring of progress data under the RTI (Response To Intervention) and the KSI (Kentucky System Of Interventions) models to make academic and intervention decisions for students	Academic Support Program	11/01/2012	05/31/2017	\$0	Director of Special Education, Asst. Supt, Principals, Instructional Coaches
Transportation	All bus drivers and aides will receive some training in PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	Trans. Director, Supt., DPP
Utilization of ISLN and ISLN Webcasts	The leadership of the Erlanger-Elsmere Schools will utilize KDE's ISLN's and ISLN Webcasts for further instruction, advice and guidance relating to implementation and utilization of PGES, OPGES, and PGES systems.	Professional Learning	08/01/2014	06/01/2020	\$0	Superintendent, Assist. Superintendent, Instructional Coordinator, Director of Special Education
Service Learning & Community Programming	District will develop a community committee to focus on improving the local community and providing opportunities for service learning, and community programming for youth and others	Community Engagement	11/01/2012	05/31/2017	\$0	Supt.
Community Partnerships	The Erlanger-Elsmere Schools has partnered with the Cabinet for Health and Family Services to implement a monthly intake meeting to address students in grades K through 12 that are having attendance problems that the traditional district interventions have not solved. A collaborative plan is developed for the parent/guardian and student to follow. Progress is monitored monthly to ensure attendance is improving.	Academic Support Program	08/14/2013	05/26/2017	\$0	DPP, School Principals, FRYSC Directors, School Counselors, CHFS Representative

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Analysis Of Professional Learning	The district will continue to serve as an implementation site for professional learning and have representatives serve on the state task force for Professional Learning and collaborate with Learning Forward to analyze and improve professional learning within the district and across the state. (Mr. Gillis)	Professional Learning	07/02/2012	07/24/2015	\$0	Mr. Gillis, Principals
Erlanger-Elsmere PGES, PPGES, and OPGES Systems	In collaboration with the Erlanger-Elsmere Evaluation Committee, the Erlanger-Elsmere Schools and School Board will continue to plan, edit, and modify policies and procedures relating to the district's PGES, PPGES, and OPGES systems, in compliance with state requirements.	Policy and Process	04/02/2014	06/01/2020	\$0	Superintendent, Assistant Superintendent, Instructional Coordinator, & others
College & Post High School Promotion	<p>The high school will continue to closely monitor data related to transition from high school (graduation/drop-out/successful transition rates, etc.) for all students, including those in specific target-gap groups, such as students with disabilities, and will initiate the following strategies in helping to support students' selection of college or trade schools to ensure smooth transitions through the college and career planning process:</p> <ol style="list-style-type: none"> 1. On site college visits including representatives from 20 to 25 colleges 2. Target all senior students for specific guidance and counseling regarding college admission standards, application process, and FAFSA (Free Application For Federal Student Aid) 3. Promote and facilitate student attendance at the "Come See For Yourself" minority recruitment initiative at the University of Kentucky 4. Promote & facilitate Northern Kentucky Regional College Fair 5. Promote & facilitate the National College Fair - Cincinnati, Ohio 6. STEM Days 	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	High School Principals and Counselors
Observations	Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator: Formative review of success in performance standards; Formative review of student growth goal attainment; Formative review of PGP implementation; Formative review of supervisor's assessment of working conditions	Other	08/01/2013	06/01/2020	\$0	Superintendent/Designee; Principals

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Emergency Planning	The district emergency planning committee, in collaboration with local community agencies will continue to update the district's emergency plan and collaborate with schools to ensure each school emergency plan is continually updated	Community Engagement	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Principals, Health Center Staff, School Resource Officers, and FRYSC Directors
Advisory Activities	Professional School Counselors will collaborate with Teacher Advisors to develop a curriculum of daily advisory activities based on the ASCA National model that will encompass academic, personal/social and career domains. These activities will help students develop necessary skills to make decisions for a successful educational future and build healthy relationships with peers and adults	Academic Support Program	08/15/2012	05/31/2017	\$0	Principal, Assist. Principal, Instructional Coach, School Counselors, Teacher Advisors
TELL Survey - Gallup Poll	School SBDM Councils and district leadership will continue to analyze and utilize data from TELL Surveys and student Gallup Poll Surveys in combination with assessment and other data sources in identifying needs, actions, and professional development focuses in school improvement planning.	Other	11/01/2012	05/31/2017	\$0	Principals, SBDM Councils
Food Services	All cafeteria workers and managers will receive an overview training in PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District Food Service Manager, Supt. DPP
High School Diploma	The Bartlett Educational Center will continue to allow students an opportunity to earn a high school diploma that meets or exceeds the state required minimum of credits needed to obtain a high school diploma in Kentucky	Policy and Process	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Principals, Health Center Staff, SRO's
Differentiated Instruction	All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners, including those students in specific target-gap groups such as students with disabilities	Direct Instruction	11/01/2012	05/31/2017	\$0	Teachers, Principals, Instructional Coaches, District Admin.
Infinite Campus	Support will be provided to parents regarding the information available to them through Infinite Campus	Parent Involvement	11/01/2012	05/31/2017	\$0	Principals, Building IC Trainers
KDE/WIDA Resources	Utilize KDE and WIDA resources for training involving new and targeted staff members in working with English Language Learners at all Schools with ELL populations	Professional Learning	11/01/2012	05/31/2017	\$0	District Title III Coordinator, Principals, Related Teachers and ELL Staff

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Higher Order Products	Instructors will intentionally design and plan higher order instructional delivery focusing on appropriate student products and responses in each lesson, based on Bloom's Taxonomy models.	Direct Instruction	08/01/2014	06/01/2017	\$0	Instructional Coordinator, Principals, Instructional Coaches
Behavior Referrals	Schools will track all behavior referrals in Infinite Campus for the purpose of data analysis.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principal or Designee
Discipline Data	A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Principals, Assistant Principals, Special Education Director
Community Resources	The Erlanger-Elsmere School District will fully utilize community resources in facilitating state school readiness goals for all preschool children. The district will actively engage in partnership with the United Way's "Success By 6" initiative and the "Northern Kentucky Action Team." The ultimate outcome is that young children enter school ready to succeed.	Community Engagement	08/06/2007	05/30/2017	\$0	Supt., Assist Supt., Instructional Coordinator, other school and district staff members
ILP Utilization	Our middle school and high school will undergo expansion and increased utilization of the Individual Learning Plan (ILP) to help our students prepare for their future as they move through high school and beyond.	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	Middle School and High School Principals and Counselors
Engagement	The district will continue to utilize online forms for parent, student, community member, and teacher nominations for recognition of individuals that play a role in the school community	Community Engagement	11/01/2012	05/31/2017	\$0	Supt., Assit. Sup., & Principals
Champions Program	The Champions Program is sponsored by the Children's Home of Northern Kentucky and is designed to assist students, and their families, that are struggling with behavior, attendance and grades. A licensed therapist meets with the student at school and the family at home. Behavior, attendance, and grades are monitored weekly and the school receives frequent updates and a completion synopsis when the student completes the program.	Academic Support Program	08/14/2013	06/01/2017	\$0	DPP, School Principals, School Counselors, FRYSC Directors, licensed therapists
Working Conditions Goal	Development of Working Conditions goal based on most recent TELL Kentucky Survey data with a corresponding rubric to identify level of success in achieving intermediate goals toward long-range targets.	Professional Learning	08/01/2013	06/01/2020	\$0	Supt., Central Office Staff, Principals
Behavior Rewards	School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils

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Frameworks, Guidance, Supports	The district, with specific focus at the middle school and high school, will continue to utilize frameworks, guidance and supports provided by KDE in promoting College & Career Readiness: 1. Persistence To Graduation Tool 2. Advising Tool Kit Program Framework 3. Operation Preparation	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	Middle and High School Principals and Counselors
Communication	The district will publicize academic, extra-curricular, and athletic programs-both schedules and results utilizing local media/business establishments, internet, phone system, etc.: progress on this activity will be regularly reported to the Superintendent by the school principals and representatives from Rose Communications.	Community Engagement	11/01/2012	05/31/2017	\$0	Athletic Director, Supt., Principals, Teachers
School Monitoring	School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Team, Principals, DPP, Supt.
Team Meetings	Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach.	Other	11/01/2012	05/31/2017	\$0	School & District Teams
Equitable Distribution	The Erlanger-Elsmere Schools will annually review policies and procedures to ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready and that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Policy and Process	08/01/2012	05/31/2017	\$0	Assistant Superintendent
Erlanger-Elsmere PGES, PPGES, OPGES Systems	In collaboration with the Erlanger-Elsmere Evaluation Committee, the Erlanger-Elsmere Schools and School Board will continue to plan, edit, and modify policies and procedures relating to the district's PGES, PPGES, and OPGES systems, in compliance with state requirements.	Policy and Process	04/02/2014	06/01/2020	\$0	Supt.; Assist. Supt., Instructional Coordinator
Intentional Scheduling	Development and implementation of an intentional schedule of district walk throughs with principals, and of an intentional schedule for classroom visits beyond scheduled observations	Other	08/01/2013	06/01/2020	\$0	Supt., Designee, Principals
Intervention - K Students Exceeding Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year, our schools will identify those students that have exceeded Kindergarten Readiness Standards. Identified as students who are "ready with enrichments," these students will become a part of the "Primary Talent Pool." Instruction will be targeted and offered to meet the individual needs of those students that are entering Kindergarten with abilities that far exceed those of most of their classmates.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff Members

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P.A.S.S.	The Bartlett Education Center will continue to serve as a host to an in-school suspension program (PASS: Positive Alternative to School Suspension) to continue to assist in the reduction of the number of out-of-school suspensions and to provide additional behavioral interventions and supports	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Counselor, Principals, FRYSC
SBDM Policies/Bylaws	All school principals will continue to work in collaboration with their SBDM councils in the updating, and revision of their SBDM Policies and By-laws in compliance with state statutes and regulations	Other	11/01/2012	05/31/2017	\$0	Principals, SBDM Councils
Training	We will build capacity by training and re-training staff on PLC processes and procedures.	Professional Learning	08/06/2014	05/30/2017	\$0	Superintendent, Assistant Superintendent, Instructional Coordinator
Ridge Satellite Program	The Erlanger-Elsmere Schools are utilizing the Ridge Satellite Program to assist students that have a dependency to drugs or alcohol. The Ridge offers three programs; Early Intervention, Intensive Outpatient, and Residential Treatment. Students can receive the help they need to battle their dependency and become more focused on school and academics, which will increase their chances of graduating.	Other	08/14/2013	05/31/2014	\$0	DPP, School Principals, School Counselors, FRYSC Directors
College/Career Readiness	Parents of Junior students will be targeted for individual counseling relating to college and career readiness	Parent Involvement	11/01/2012	05/31/2017	\$0	Principal and Guidance Counselors
Publicity	Share and publicize PBIS Activities, internally and externally	Community Engagement	11/01/2012	05/31/2017	\$0	District Coordinator, and School Coordinators
Collaboration	District and School Administrators will collaborate with teacher leaders and each other to prioritize tasks that need to be accomplished at the district level to implement balanced assessment systems	Professional Learning	11/01/2012	05/31/2017	\$0	All Admin.
Honor	We will honor PLC time by creatively restructuring information delivery (and model it to support buy-in and growth).	Professional Learning	08/06/2014	05/30/2017	\$0	Central Office staff
Literacy Design	The Literacy Design Collaborative model (Bill & Melinda Gates Foundation) will be utilized on a district wide basis to develop lessons/units in delivery and implementation of the common core standards with embedded training being provided through instructional coaches in collaboration with instructional leaders and all coaches	Professional Learning	11/01/2012	05/31/2017	\$0	Central Office Admin., School Admin., Instructional Coaches

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Parent Academies	Parent Academies will continue to be implemented at the Middle School & High School Level specifically featuring informational sessions relating to EXPLORE, PLAN, and ACT Assessments, and their utilization in students' plans, and goal setting relating to college and career readiness.	Parent Involvement	11/01/2012	05/31/2017	\$0	Middle School and High School Principals and Guidance Counselors
Implementation of Professional Growth Plan	Implementation of Professional Growth Plan including multiple review points in collaboration with Superintendent/designee	Professional Learning	08/01/2013	06/01/2020	\$0	Supt., Designee, Principals
Intervention - K Students Not Meeting Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year our schools will identify those students that have not met Kindergarten Readiness Standards. Targeted interventions will be provided for each student, based on their individual needs as identified through the BRIGANCE screening data.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff
New Administrators	New school level administrators at the participating schools will receive training in PBIS.	Professional Learning	11/01/2012	05/31/2017	\$0	District Coach, and Data Contact
Erlanger-Elsmere Early Childhood Collaborative	The Erlanger-Elsmere Early Childhood Collaborative is designed to bring together various community organizations and resources to focus on the common community goal of ensuring Kindergarten Readiness of all students when they enter kindergarten. The collaborative will involve local daycare centers, Headstart, the Kenton County Library, and Children, Inc.	Community Engagement	01/07/2015	06/01/2017	\$0	Superintendent, Assistant Superintendent, & Affiliated Community Partners
High Referral Rates	Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director
PLC Model	The PLC Model will be utilized for collaboration, sharing of instructional research-based strategies, and discussion of student progress, academically and behaviorally - including progress related to specific target-gap groups and specific race and ethnicity data	Other	11/01/2012	05/31/2017	\$0	Principals, Instructional Coaches, and District Admin.
Parent & Community Partnership Committee	The district will develop a parent & community partnership committee to meet with the Superintendent on a quarterly basis to increase collaboration and partnership that is focused on increasing student learning with efforts to include parents of students with disabilities and/or those in specific target gap areas	Community Engagement	11/01/2012	05/31/2017	\$0	Supt.

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Transitional Courses	High school transitional courses in Mathematics and Reading will continue to be made available to all high school students who score below college readiness benchmarks on the ACT assessment as an intervention program	Academic Support Program	11/01/2012	05/31/2015	\$0	Principal and designees
FRYSC	Our Family Resource and Youth Service Centers and School-Based Health Centers will work collaboratively with the Erlanger City Platform, the Kenton County Rotary Club, and other community organizations that support goals relating to community improvement	Community Engagement	11/01/2012	05/31/2017	\$0	FRYSC, SBHC
Whiz Kids	The "Whiz Kids," a weekly school program sponsored by a community group from the Erlanger Baptist Church and the Erlanger Christian Church will continue to be implemented for students at Lindeman Elementary. (Implementation of the program may be considered at other district schools in the future.) The program focuses on targeted students for tutoring with emphasis in literacy	Tutoring	11/01/2012	05/31/2017	\$0	Principals, Community Volunteers
Technology Resources	The district will work to increase the awareness of resources such as, Infinite Campus tools, blogs, Twitter, TransAct, and other communication tools	Technology	11/01/2012	05/31/2017	\$0	Supt., Principals,, Chief Info. Officer
Evaluation Data Analysis	The Erlanger-Elsmere Schools will utilize and analyze PGES, PPGES, and OPGES results and data to make decisions relating to professional learning needs as well as district and school improvement.	Policy and Process	06/01/2015	06/01/2020	\$0	Supt., Assist. Supt., Instructional Coordinator
Dropout Prevention	Continue to maintain an organizational committee to serve as a focus group relating to issues, actions, and solutions associated with students at risk for failure and dropping out of school (with particular focus on graduation and drop-out data of sub-groups such as students with disabilities, ELL, etc.).	Other	11/01/2012	05/31/2017	\$0	DPP, FRYSC, Guidance Counselors, Central Office and Building Level Admin., Special Education Staff
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Technology	Teachers and staff members will be provided training opportunities to increase their level of skill and expertise in utilization of intelligent classroom technology to maximize instructional effectiveness: the ultimate goal is on-going, sustained training and integration of technology	Technology	11/01/2012	05/31/2017	\$5000	District Tech. Coordinator

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District Programs	Maintain, support and promote district programs such as intramural athletics, local service organizations, FRYSC, SBHC, PTO/PTA, parent training programs, and city government	Community Engagement	11/01/2012	05/31/2017	\$209176	All staff members
Preschool Programing	To better prepare students for success in Kindergarten, the Erlanger-Elsmere Schools will continue to provide a preschool program for children in the district age three to five who meet eligibility standards - either qualifying due to an identified developmental delay, or by being deemed at-risk due to financial status at or below the 150% of the poverty level. The preschool program is housed at Arnett Elementary, but services the entire district. Work will take place to ensure compliance related to transition from Part C to Part B.	Academic Support Program	08/14/2013	05/31/2014	\$234180	Superintendent, Assistant Superintendent, Preschool Director, Preschool Staff & Specialists
Total					\$448356	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Communication	Continue to communicate students' ACCESS proficiency goals with stakeholders (students, parents, classroom teachers, ELL teachers)	Other	11/01/2012	05/31/2017	\$300	Asst. Supt., Dist. Title III Coordinator, Teachers, ELL Staff, Principals
Collaboration	Increase collaboration among classroom teachers and ELL staff: provide staff development regarding the various co-teaching methods	Professional Learning	11/01/2012	05/31/2017	\$2000	Dist. Title III Coordinator, Principals, Teachers (ELL & Reg. Ed.)
Program Services Plan	Continue Program Services Plan to include student-specific goals for English language acquisition and content - provide staff development regarding implementation of PSPs	Other	11/01/2012	05/31/2017	\$500	Dist. Title III Coordinator, ELL Staff, Principals
Multicultrual Celebration	Provide multicultural celebrations that invite parents and focus on increased parent multicultural appreciation and involvement	Parent Involvement	11/01/2012	05/31/2017	\$500	Asst. Supt, Dist. Title III Coordinator, Principals, ELL Staff, Regular Ed. Teachers

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Proficiency Standards	Provide professional development to all teachers relating to English Language Proficiency Standards: - provide staff development regarding application of ELP Standards to Common Core Standards	Professional Learning	11/01/2012	05/31/2017	\$1000	Asst. Supt., Dist. Title III Coordinator, Principals, Teachers, (ELL & Reg. Ed.)
ELL Differentiation	Provide intensive professional development to regular classroom teachers incorporating differentiation of instruction components and multicultural understanding (tiered lessons, scaffolding, vocabulary strategies, sheltered instruction observation protocol)	Professional Learning	11/01/2012	05/31/2017	\$4000	Dist. Title III Coordinator, ELL Staff, Principals
Progress Monitoring	Continue targeted progress monitoring (MAP, Common Assessments, K-PREP data, ACCESS, etc.)	Academic Support Program	09/03/2012	05/31/2017	\$500	Dist. Title III Coordinator, Principals, All teachers, Asst. Supt.
ELL Awareness	Increase the awareness of the importance of ACCESS testing for regular education teachers, students, and parents (in much the way K-PREP is portrayed)	Community Engagement	11/01/2012	05/31/2017	\$300	Asst. Supt., Dist. Title III Coordinator, ELL Staff, Principals
Total					\$9100	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Orton-Gillingham	Utilization of Orton-Gillingham and other research-based strategies (such as MARS) to teach reading at all grade levels for students in tier 3 intervention (or, as appropriate, students in specific target-gap areas such as students with disabilities), and provide continued training and professional development for related staff members	Academic Support Program	11/01/2012	05/31/2017	\$4000	Director of Special Ed., Teachers
Utilization of Funding	In order to best utilize federal, state, district, and community financial resources, and to ensure compliance relating to all ethical and legal guidelines, continuing, ongoing finance training will be provided for all building level administrators, athletic directors, etc.	Professional Learning	11/01/2012	05/31/2017	\$2000	Supt., Designee
Boys & Girls Clubs: After School Program	In collaboration with local agencies, the Erlanger-Elsmere School District will continue to implement the Extended Learning Opportunities Program at the middle school to provide after school programming to all TMS students Monday-Friday after school.	Other	09/04/2012	05/31/2017	\$50418	Supt., Assist. Supt, Middle School Principals and Counselors
Expansion of Advanced Placement Courses	Expansion of Advanced Placement Course offerings for high school students to include AP Literature, AP US History, AP Environmental Science, AP Physics, and AP Statistics	Direct Instruction	08/11/2014	06/12/2015	\$10000	Instructional Coordinator, High School Principal

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One-To-One	Expansion of Kentucky's "Vision 2015" initiative - the One-To-One volunteer program in all 4 elementary schools to address literacy by matching students who are struggling with reading to a One-To-One volunteer: One-To-One coordinator, Debbie Onkst will work with Lloyd High School to include utilization of high school students as one-to-one coaches	Direct Instruction	11/01/2012	05/31/2017	\$500	Principals, One-To-One Coaches
Credit Recovery	Identification of at risk students and the use of the Edmentum (Plato) computer program in a learning lab throughout the school day, at a summer school program, and in an alternative school setting (Bartlett Education Center) and outside the school setting through performance based courses for credit recovery.	Academic Support Program	08/17/2011	06/30/2017	\$10000	John Riehemann, Mac Cooley, Don Fuller, Chris Kloskinski, Shawn Lehman, Ali Lonnemann
Types of Learners	All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners, including students in specific gap-target groups such as students with disabilities	Direct Instruction	11/01/2012	05/31/2017	\$1000	Teachers, Principals, Instructional Coaches, District Admin., Special Education Director
Communication Plan	District will continue to partner with Rose Communications to implement the developed communication plan, increase communication with the public through various strategies such as newsletters, press releases, etc. The distribution of a community newsletter, ENGAGE, will be a primary focus of communication with the community at large.	Other	11/01/2012	05/31/2017	\$28787	Superintendent, All Administrators
Expanded Staff Training For Advanced Placement Courses	The district will secure and provide staff training to increase the number of staff members eligible to teach Advanced Placement Courses	Professional Learning	07/01/2014	06/01/2015	\$10000	Instructional Coordinator, High School Principal
Student Advisory Committee	Superintendent student advisory committees will increase the focus on service learning and continue partnership with Children's, Inc.	Community Engagement	11/01/2012	05/31/2017	\$1000	Supt., MS/HS Principals, FRYSC
Professional Development	Teachers at all levels will receive additional training on research-based effective instruction and differentiation for all learners, including those students in specific target-gap groups such as students with disabilities	Professional Learning	11/01/2012	05/31/2017	\$5000	Ass. Supt., Director of Sp. Ed., Principals, Instructional Coaches

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Special Education Instructional Coach	Continued utilization of the Special Education Instructional Coach/Facilitator to assist with implementation, monitoring, and training related to due process compliance (including, but not limited to IEP development, potential disproportionality areas, Child Find, etc.) Additionally, the coach/facilitator will consult with teachers and staff regarding research-based academic and behavioral instructional interventions for all learners (including, but not limited to students in target-gap areas such as Students with Disabilities.)	Professional Learning	11/01/2012	05/31/2017	\$60000	Director of Special Education
Transitions Team	A District Transitions Team has been formulated with representation from each school consisting of counselors, FRYSC Directors, instructional coaches, special education staff and the preschool director. The team will work collaboratively to develop transitions programs that include multiple initiatives and activities at all levels for students, parents, and staff over an extended period of time. The focus is to ensure successful student transitions from early childhood (including Part C to Part B pre-school) to elementary school, from elementary school to middle school, from middle school to high school, from high school to college or career, and from the middle school and high school to and from the Bartlett Education Center, including students with disabilities.	Academic Support Program	01/24/2013	05/31/2017	\$2000	Instructional Coordinator, Building Level Administrators, Counselors, Instructional Coaches, and FRYSC Directors
AIMSweb	Continued utilization of AIMSweb, along with other progress monitoring tools, at all School Levels as a method of progress monitoring students in the upper tiers of intervention and continue to provide training and support as needed	Academic Support Program	11/01/2012	05/31/2017	\$2500	Principals, Counselors, Instructional Coaches
Kindergarten Supports	Erlanger-Elsmere Schools is committed to providing full-day kindergarten instruction in an effort to provide the supports necessary for kindergarten students to reach proficiency in reading and math by 3rd grade. Based on the BRIGANCE Kindergarten Screener data for our district full-day kindergarten instruction will assist us in closing the gap these students have related to combined proficiency by the 3rd grade as measured by the Unbridled Learning Accountability system. It also targets a population of students that are considered at-risk of dropping out of school if the gaps are not closed.	Direct Instruction	08/14/2013	05/31/2017	\$95000	Superintendent, Assistant Superintendent, Instructional Coordinator, School Principals, and school staff
Total					\$282205	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Private School - Professional Development	Federal Programs coordinator will continue to facilitate utilization of Title funding, instructional programs, and professional development through qualifying Private Schools to insure research based instruction, technology, and appropriate professional development activities are provided, and monitored with success being measured through pre and posttest monitoring utilizing a norm-referenced test	Professional Learning	11/01/2012	05/31/2017	\$1000	Federal Programs Coordinator
Private Schools - Equitable Resources	District will utilize Title I funds in coordination with Title II funds in providing equitable resources for local private schools for continued implementation of scientifically research-based interventions for targeted students at private schools as well as high quality professional development for related private school teachers and paraeducators, including multisensory approaches to instruction	Community Engagement	11/01/2012	05/31/2017	\$2500	Federal Programs Coordinator
Instructional Coaches	The district will utilize Federal Title II, Part A and Title I funds in coordination with other funds in providing instructional coaches and professional development support at each school. As necessary, the district will further utilize Title II, Part A funds in issues relating to highly-qualified teachers and paraprofessionals	Professional Learning	08/01/2012	05/31/2017	\$110000	Federal Program Coordinator
Total					\$113500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaches	The district will utilize Federal Title II, Part A and Title I funds in coordination with other funds in providing instructional coaches and professional development support at each school. As necessary, the district will further utilize Title II, Part A funds in issues relating to highly-qualified teachers and paraprofessionals	Professional Learning	08/01/2012	05/31/2017	\$20000	Federal Program Coordinator
Culturally Sensitive Instruction	Utilization of resources from the Bowles Center For Diversity	Professional Learning	11/01/2012	05/31/2017	\$2000	Supt., Assist. Supt., Principals
Title I Newsletter	Title 1 Schools will continue to send an English and Spanish newsletter to parents through Home/School Connection and post them on the district website	Community Engagement	11/01/2012	05/31/2017	\$500	Title I Director, Principals
Private Schools - Equitable Resources	District will utilize Title I funds in coordination with Title II funds in providing equitable resources for local private schools for continued implementation of scientifically research-based interventions for targeted students at private schools as well as high quality professional development for related private school teachers and paraeducators, including multisensory approaches to instruction	Community Engagement	11/01/2012	05/31/2017	\$2500	Federal Programs Coordinator

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Instructional Coach Support	Provide ongoing support and training for Instructional Coaches' knowledge base and instructional/administrative expertise	Professional Learning	11/01/2012	05/31/2017	\$5000	Assist. Super.
Parent Focused Activities	Schools will utilize parent engagement activities such as back-to-school celebrations, open houses, student led conferences, and parent academies to increase opportunities for parental involvement	Parent Involvement	11/01/2012	05/31/2017	\$4000	Principals
Private School - Professional Development	Federal Programs coordinator will continue to facilitate utilization of Title funding, instructional programs, and professional development through qualifying Private Schools to insure research based instruction, technology, and appropriate professional development activities are provided, and monitored with success being measured through pre and posttest monitoring utilizing a norm-referenced test	Professional Learning	11/01/2012	05/31/2017	\$1000	Federal Programs Coordinator
Total					\$35000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	A clicker system will be explored for use at all schools tied to utilization of the clickers with their on-going implementation of CIITS, particularly in the creation and use of classroom assessments.	Technology	06/01/2012	06/12/2020	\$1311	Instructional Coordinator, Principal, Instructional Coach, classroom teachers
Professional Learning Experiences	Provide Professional learning experiences for Erlanger-Elsmere educators relating to Kentucky's Continuous Instructional Improvement Technology System (CIITS) in the following areas: Creation and publication of lesson plans; Creation of assessments using the CIITS Assessment Administrator Module to create assessments; Use of the School & District Data module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning; Use of the Educator Development Suite to increase educator knowledge of how to implement high effective teaching and learning in the classroom; Access of professional learning opportunities through the professional development arm of the Educator Development Suite.	Professional Learning	09/03/2012	05/29/2020	\$10400	Central Office, Admin., School Admin., Instructional Coaches
PGES Full Implementation	District administrators and teachers will fully implement PGES during the 2015-16 school-year as the primary source of teacher evaluation and professional growth and improvement.	Professional Learning	08/03/2015	06/10/2016	\$250	Central Office Admin., School Admin., Instructional Coaches, Teachers

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Observer Certification	The Superintendent, Assistant Superintendent, Instructional Coordinator, all Principals and all Assistant Principals will participate in full Observer Training through Teachescape, or recalibration on an annual basis, depending on each individual's required training timetable.	Professional Learning	01/01/2013	06/01/2020	\$4886	Super., Assist. Super., Instructional Coordinator, all Principals and all Assistant Principals
PGES & CIITS	In participation of Kentucky's field test events relating to the new Teacher and Leader Professional Growth & Effectiveness System, administrators will utilize the CIITS professional development arm of the Educator Development Suite. Surface tablets will be purchased for all administrators and Instructional Coaches to complete initial certification, peer observation training, and teacher observations.	Other	09/28/2012	05/15/2015	\$7225	Central Office Admin., School Admin., Instructional Coaches, Selected Teachers
Total					\$24072	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	A clicker system will be explored for use at all schools tied to utilization of the clickers with their on-going implementation of CIITS, particularly in the creation and use of classroom assessments.	Technology	06/01/2012	06/12/2020	\$1000	Instructional Coordinator, Principal, Instructional Coach, classroom teachers
Truancy Diversion	Erlanger/Elsmere Schools will continue to incorporate an Attendance Improvement Program at the Elementary schools that is similar to the model that Tichenor Middle School and Lloyd High School are using. The program addresses students who have 3 to 6 unexcused absences or who have accumulated more than 10 tardies. A signed letter from the district Director of Pupil Personnel will be sent to the guardians of these students and will be notified of coming to a mandatory meeting at the school. Members of the Truancy Diversion team will meet with the parent and possibly the student to discuss reasons for the truancy and possible solutions to correct the truancy. Resources will be offered and provided when appropriate and attainable	Other	09/09/2012	05/31/2017	\$0	DPP, Principals, FRYSC

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Utilization	Educators will utilize CIITS in each of the following areas, with educator usage monitored through CIITS at the state and district levels: Creation and publication of lesson plans; Creation of assessments using CIITS Assessment Administrator Module to create assessments; Use of the School & District Data Module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning; Use of the Educator Development Suite to increase educator knowledge of how to implement highly effective teaching and learning in the classroom; Access of professional learning opportunities through the professional development arm of the Educator Development Suite.	Other	09/03/2013	05/29/2020	\$6000	Central Office Admin., School Admin., Instructional Coaches
Born Learning	Continue implementation of Toyota's Born Learning Academy at our elementary schools. Born Learning is an innovative public engagement campaign that helps parents, caregivers and communities create quality learning opportunities for young children. The program educates parents on how to teach their child from the ages of 0-5 before they enter school. This is a collaborative effort, involving the schools, Family Resource Centers and Toyota/United Way - Success by 6.	Parent Involvement	11/01/2012	05/31/2017	\$4000	Building Principal, Instructional Coaches, Counselor, Family Resource Center
Grant Completion	The district will collaborate with the YMCA and the Boys and Girls Club in completion of the grants as the grants become available.	Academic Support Program	11/01/2012	05/31/2017	\$100000	Assistant Supt. Instructional Coordinator
Erlanger-Elsmere Early Learning Center	The Erlanger-Elsmere Early Learning Center is a high quality educational program that partners with Erlanger-Elsmere Schools, Head Start, and other community agencies which is open to 3, 4, and 5 year old pre-kindergarten children of families who reside in the Erlanger-Elsmere School District and District personnel. Operating year-round, full or half day programs with extended care are available if needed. The curriculum is aligned with Kentucky Early Childhood Standards to focus on school preparation and success.	Academic Support Program	09/01/2014	06/16/2017	\$300000	Superintendent; Children's Inc.
Learning Lab	The high school will continue to utilize the Lloyd Learning Lab as a center for computer based programs to remediate and enrich student learning during the traditional school day outside of the traditional classroom setting: 1. To provide students the opportunity to recover credits in order to get back on their appropriate grade level 2. To provide students the opportunity to participate in Advance Placement Courses that are not currently offered during the traditional school day 3. To provide students opportunities to work on specific skill deficiencies in reading and math using the Compass Odyssey computer based program	Technology	11/01/2012	05/31/2015	\$6000	High School Principals and Counselors

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Advanced Placement Incentives	For the 2014-15, 2015-16 and 2016-17 school years, students participating in Advanced Placement Courses will receive a \$100 cash reward for each score of 3 or higher on the end of year AP tests in Literature, Environmental Science, Physics, and Statistics.	Academic Support Program	08/01/2014	06/09/2017	\$5000	Superintendent, High School Principal
Scholarship Offerings	Any High School; student who has met the prerequisites can enroll in dual credit courses. But beginning with the 2014-2015 school year, students may also earn a dual credit "scholarship from the school. Students who qualify for this scholarship and who earn a final grade of "A" or "B" on a dual credit course will have the tuition for the course paid for by the school (Student's family will still need to purchase any required texts.) In order to qualify, a student must be a senior must also be enrolled in at least one AP course.	Academic Support Program	08/01/2014	06/12/2015	\$10000	Superintendent High School Principal
Middle Schools Of Innovation	Tichenor Middle School will continue as a participant in the third year of a three-year commitment with the Kentucky Middle Grades Schools of Innovation (KMGSi) sponsored by the Southern Regional Education Board (SREB) to improve student academic achievement. As a part of this initiative, Tichenor will utilize the Literacy Design Collaborative (LDC) model created by the Gates Foundation	Professional Learning	09/01/2011	06/26/2015	\$40000	Asst. Supt.; Tichenor Admin. Staff; Selected Teachers
Additional Counselor	Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools.	Other	01/02/2013	05/31/2017	\$85000	Superintendent, Principal, Staff from Northern Kentucky University
Interventions and Strategies	The District Attendance Committee will continue to meet throughout the school year to look at interventions and strategies to decrease student truancy	Other	11/01/2012	05/31/2017	\$0	DPP, FRYSC, Attendance Clerks, Administration, Paul Flaugher (DFC)
Total					\$557000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Erlanger-Elsmere Independent

Opportunities	The Bartlett Educational Center will continue to be utilized to provide opportunities for students who are two years behind in their cohort and for which the traditional model of school has not proved successful - this will be accomplished by utilizing a web based program called Edmentum (Plato) and supplemental materials deemed instructionally appropriate for the credit being earned. Funds allocated to the district from SB 97 Raising the Compulsory Attendance Age will be utilized.	Other	11/01/2012	05/31/2017	\$2500	DPP, High School Principal, Middle School Principal and Principal - Bartlett Educational Center
Nutrition	Due to the relationship between nutrition and cognitive and academic development, the nutrition component of the Physical Education Program grant is intended to favorably impact the academic progress of all students in all areas. Specific emphasis will be placed on development and introduction of an evidence-based nutrition curriculum; nutrition coaching and trainings for food service staff and teachers, and introducing techniques for improved healthful food service; introduction of new foods in appealing ways for students; reinforcement of nutrition curriculum through posters, bulletin boards, videos, and other media to help students make healthy choices; nutritional shopping, visits to farms or healthy farm stores, and family learning nights.	Academic Support Program	01/01/2014	12/31/2016	\$2100000	Superintendents of the Erlanger-Elsmere, Beechwood, Ludlow, and Silver Grove Independent School Districts in Northern Kentucky, as well as a grant manager and other employees.
Wellness	Due to the relationship between wellness and cognitive and academic development, the nutrition component of the Physical Education Program grant is intended to favorably impact the academic progress of all students in all areas. Specific emphasis will be placed on development and introduction of an evidence-based physical activity curriculum; teaching students to use related equipment that will increase physical activity to 60 minutes per day; extended hours for activities that will allow students to increase physical activity in safe environments; wellness centers equipped at each school to alleviate overscheduled school gyms; wellness field trips and enrichment experiences to activity centers, skating rinks, equine experiences and other physical activities; family learning activity nights to promote physical activities; and assessments to guide decision making and ensure students progress.	Academic Support Program	01/01/2014	12/31/2016	\$2100000	Superintendents of the Erlanger-Elsmere, Beechwood, Ludlow, and Silver Grove Independent School Districts in Northern Kentucky, as well as a grant manager and other employees.

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Me And My School Program	In order for new kindergarten students to be better prepared for the school year, the "Me and My School" kindergarten readiness program will be offered in the summer at our elementary schools. The program is intended to support children with learning, reading and self-regulating skills in the essence of three goals: ensuring a successful transition for students entering the school setting; identifying and reducing learning gaps related to literacy, numeracy, and language; and supporting academic achievement by supporting the parents and families in the home setting.	Academic Support Program	06/02/2014	08/14/2017	\$10000	Assistant Superintendent; School Principals; NKU; United Way;
Kindergarten Supports	Erlanger-Elsmere Schools is committed to providing full-day kindergarten instruction in an effort to provide the supports necessary for kindergarten students to reach proficiency in reading and math by 3rd grade. Based on the BRIGANCE Kindergarten Screener data for our district full-day kindergarten instruction will assist us in closing the gap these students have related to combined proficiency by the 3rd grade as measured by the Unbridled Learning Accountability system. It also targets a population of students that are considered at-risk of dropping out of school if the gaps are not closed.	Direct Instruction	08/14/2013	05/31/2017	\$5000	Superintendent, Assistant Superintendent, Instructional Coordinator, School Principals, and school staff
Total					\$4217500	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NKCES Utilization	Collaboration for services	Professional Learning	11/01/2012	05/31/2017	\$0	Assist. Supt., Instructional Coaches, and Other School Level Reps.
Literacy	The Literacy Consultant from the Northern Kentucky Cooperative For Educational Services will continue to be a resource available to schools to integrate the following actions: Literacy Audits; Instructional Strategies With Embedded Professional Development; and Consultation With All Middle School Staff Members (PLC Model)	Professional Learning	11/01/2012	05/31/2017	\$0	NKCES Literacy Consultant, Instructional Coaches & Related Staff
Numeracy	The Numeracy Consultant from the Northern Kentucky Cooperative For Education Services will continue to be a resource available to schools to strengthen the following: Numeracy Audits; Instructional Strategies & Embedded Professional Development	Professional Learning	11/01/2012	05/31/2017	\$0	NKCES Numeracy Consultant, Instructional Coaches, & Related Staff
Instructional Rounds	Training and Utilization Of The Instructional Rounds Process	Professional Learning	11/01/2012	05/31/2017	\$2000	Central Office and Building Level Admin.; Instructional Coaches; Teachers
Culturally Sensitive Instruction	Utilization of resources from the Bowles Center For Diversity	Professional Learning	11/01/2012	05/31/2017	\$2000	Supt., Assist. Supt., Principals
SBDM Policies/Bylaws	All school principals will continue to work in collaboration with their SBDM councils in the updating, and revision of their SBDM Policies and By-laws in compliance with state statutes and regulations	Other	11/01/2012	05/31/2017	\$0	Principals, SBDM Councils
TELL Survey - Gallup Poll	School SBDM Councils and district leadership will continue to analyze and utilize data from TELL Surveys and student Gallup Poll Surveys in combination with assessment and other data sources in identifying needs, actions, and professional development focuses in school improvement planning.	Other	11/01/2012	05/31/2017	\$0	Principals, SBDM Councils

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Paraeducator Training	Provide professional development training for all paraeducators and other classified staff members, including focus on implementation of Safe Schools computerized training courses, covering broad topics relating to job specific skills	Professional Learning	11/01/2012	05/31/2017	\$5000	Assistant Supt., Principals, & Other Dist. Personnel
New Administrator Training	All new administrators will participate in the Kentucky Leadership Academy and the NKU Principal Academy	Professional Learning	11/01/2012	05/31/2017	\$4000	Assist. Supt., New administrators
NWEA MAP Assessment Utilization	Teachers will continue to analyze MAP results and common assessment results to guide instruction and receive additional MAP Training	Academic Support Program	11/01/2012	05/31/2017	\$5000	Principals, Instructional Coaches, District Administration
Goal Setting	Students will be integral partners in setting their MAP learning goals	Direct Instruction	11/01/2012	05/31/2017	\$0	Teachers, Principals, District Admin.
Learning Paths	All schools will continue to implement and utilize Compass Odyssey learning paths to MAP Assessment for progress monitoring, as well as differentiation and intervention of learning	Direct Instruction	11/01/2012	05/31/2017	\$175000	Teachers, Instructional Coaches, District Admin.
Comprehensive Assessment Strategies	All students will be assessed with a comprehensive assessment system that is aligned to state and federal standards, College Readiness Standards, Lang. Prof. Standards (ELL), and essential learning items. Students not scoring at benchmarks will receive interventions starting in the regular classroom	Direct Instruction	11/01/2012	05/31/2017	\$15000	Principals, Instructional Coaches, & District Administration
PLC Model	The PLC Model will be utilized for collaboration, sharing of instructional research-based strategies, and discussion of student progress, academically and behaviorally - including progress related to specific target-gap groups and specific race and ethnicity data	Other	11/01/2012	05/31/2017	\$0	Principals, Instructional Coaches, and District Admin.
Differentiated Instruction	All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners, including those students in specific target-gap groups such as students with disabilities	Direct Instruction	11/01/2012	05/31/2017	\$0	Teachers, Principals, Instructional Coaches, District Admin.
Data Analysis	The district, schools, students and the SBDM Councils will utilize multiple data sources to monitor student achievement (including data regarding specific target group areas) and recognize and celebrate teacher and student success	Other	11/01/2012	05/31/2017	\$0	District Admin., Principals, SBDM Councils, Instructional Coaches, Teachers
Career Fairs	The district will continue to recruit more minority teachers through career fairs and other activities	Recruitment and Retention	11/01/2012	05/31/2017	\$200	District Admin.

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Collaboration	District Administrators and Principals will collaborate to study and review effective instructional practices to revise and refine expectations for quality teaching and learning	Other	11/01/2012	05/31/2017	\$0	Assist. Spt., Director of Spec. Ed. Principals, Instructional Coaches
Instructional Technology	Teachers and staff members will be provided training opportunities to increase their level of skill and expertise in utilization of intelligent classroom technology to maximize instructional effectiveness: the ultimate goal is on-going, sustained training and integration of technology	Technology	11/01/2012	05/31/2017	\$5000	District Tech. Coordinator
Instructional Coaches	The district will utilize Federal Title II, Part A and Title I funds in coordination with other funds in providing instructional coaches and professional development support at each school. As necessary, the district will further utilize Title II, Part A funds in issues relating to highly-qualified teachers and paraprofessionals	Professional Learning	08/01/2012	05/31/2017	\$140000	Federal Program Coordinator
Instructional Coach Support	Provide ongoing support and training for Instructional Coaches' knowledge base and instructional/administrative expertise	Professional Learning	11/01/2012	05/31/2017	\$20000	Assist. Super.
Gifted - Talented	Provide ongoing support and training for Instructional Coaches and other staff members involved with meeting the needs of Gifted/Talented Students and in support of the Gifted Education Program	Professional Learning	11/01/2012	05/31/2017	\$3000	Assist. Supt.
Classroom Management	Discipline and classroom management professional development will be offered to new teachers and those in need of additional support and training with focus on positive behavioral interventions and culturally sensitive instruction	Professional Learning	11/01/2012	05/31/2017	\$0	Principals and other support staff
Fast Forward	Continued support and training regarding proper utilization of proven brain-researched Fast Forward Programs	Direct Instruction	11/01/2012	05/31/2017	\$7000	Assist. Supt., Principals, Instructional Coaches, FF Teachers
CSIP	Monitoring of progress and implementation of each school's CSIP in regards to each school's progress in meeting state and federal goals	Other	11/01/2012	05/31/2017	\$0	Supt. and Assist. Supt.

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Transitions Team	A District Transitions Team has been formulated with representation from each school consisting of counselors, FRYSC Directors, instructional coaches, special education staff and the preschool director. The team will work collaboratively to develop transitions programs that include multiple initiatives and activities at all levels for students, parents, and staff over an extended period of time. The focus is to ensure successful student transitions from early childhood (including Part C to Part B pre-school) to elementary school, from elementary school to middle school, from middle school to high school, from high school to college or career, and from the middle school and high school to and from the Bartlett Education Center, including students with disabilities.	Academic Support Program	01/24/2013	05/31/2017	\$2000	Instructional Coordinator, Building Level Administrators, Counselors, Instructional Coaches, and FRYSC Directors
RTI-KSI Academic	Continue to develop and revise recommended intervention pyramids that will provide scaffolded strategies to assure academic success of students and will provide the monitoring of progress data under the RTI (Response To Intervention) and the KSI (Kentucky System Of Interventions) models to make academic and intervention decisions for students	Academic Support Program	11/01/2012	05/31/2017	\$0	Director of Special Education, Asst. Supt, Principals, Instructional Coaches
RTI-KSI: Behavioral	Continue to develop and revise recommended intervention pyramids that will provide a sequence of strategies to address all aspects of the "whole student" (alternatives to suspension, school-wide behavioral supports; analysis of attendance, discipline, suspension, and expulsion rates, etc.)	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Director of Special Ed., Asst. Supt, Principals, Instructional Coaches
AIMSweb	Continued utilization of AIMSweb, along with other progress monitoring tools, at all School Levels as a method of progress monitoring students in the upper tiers of intervention and continue to provide training and support as needed	Academic Support Program	11/01/2012	05/31/2017	\$2500	Principals, Counselors, Instructional Coaches
Orton-Gillingham	Utilization of Orton-Gillingham and other research-based strategies (such as MARS) to teach reading at all grade levels for students in tier 3 intervention (or, as appropriate, students in specific target-gap areas such as students with disabilities), and provide continued training and professional development for related staff members	Academic Support Program	11/01/2012	05/31/2017	\$4000	Director of Special Ed., Teachers
IEP-PSP	Teachers will collaborate to provide instruction that is consistent with the core content, individual identified needs, and each student's IEP and/or PSP as evidenced by master schedules, lesson plans, and monitoring data	Other	11/01/2012	05/31/2017	\$0	Principals, Instructional Coaches, & District Admin.

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Special Education Practices	The district will continue to analyze regular and special education practices, and English Language Learner practices, review existing IEPs, PSPs, student snapshots of accommodations, scores for quality in regard to rigor and appropriateness, and collaborate with parents: schedules/flex schedules will be analyzed and appropriately implemented that reflect the needs of individual learners & changes will be made as needed for continuous improvement	Other	11/01/2012	05/31/2017	\$0	Assist. Supt., Special Ed. Director, District ELL Staff
ARC Support	Ongoing support will continue to be provided for ARC chairpersons and administrators that work with discipline issues (Mentoring and Professional Development will be provided as needed on an individual basis at the school and district levels)	Professional Learning	11/01/2012	05/31/2017	\$0	Special Ed. Director, Assist. Supt., NKCES
Special Education Instructional Coach	Continued utilization of the Special Education Instructional Coach/Facilitator to assist with implementation, monitoring, and training related to due process compliance (including, but not limited to IEP development, potential disproportionality areas, Child Find, etc.) Additionally, the coach/facilitator will consult with teachers and staff regarding research-based academic and behavioral instructional interventions for all learners (including, but not limited to students in target-gap areas such as Students with Disabilities.)	Professional Learning	11/01/2012	05/31/2017	\$60000	Director of Special Education
Due Process	The district will continue to conduct professional development training through the Northern Kentucky Cooperative for Educational Services for Chairpersons, evaluation personnel and special education providers in the areas of Evaluation procedures, Eligibility Requirements, and IEP Development/Progress Monitoring data collection procedures to ensure due process compliance and appropriate identification of students with disabilities	Professional Learning	11/01/2012	05/31/2017	\$0	Director of Special Ed., Evaluation Personnel, Special Education Providers, & ARC Chairpersons
Collaboration	Collaboration and inclusion will continue to increase at the elementary, middle, and high school levels for special education, ELL and general education; Monitoring will occur and include data such as grades, and individual student progress monitoring. The data will be utilized to improve instruction, provide intervention, and ensure the use of research-based effective instructional practices.	Other	11/01/2012	05/31/2017	\$0	Special Ed. Director, Assist. Supt., Principals, District ELL Personnel, Instructional Coaches
Professional Development	Teachers at all levels will receive additional training on research-based effective instruction and differentiation for all learners, including those students in specific target-gap groups such as students with disabilities	Professional Learning	11/01/2012	05/31/2017	\$5000	Ass. Supt., Director of Sp. Ed., Principals, Instructional Coaches

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Instruction	Additional research-based reading and math instruction for students in need of assistance will be implemented at all levels	Direct Instruction	11/01/2012	05/31/2017	\$2000	Special Ed. Director, Asst. Supt., Principals, District ELL Personnel
Types of Learners	All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners, including students in specific gap-target groups such as students with disabilities	Direct Instruction	11/01/2012	05/31/2017	\$1000	Teachers, Principals, Instructional Coaches, District Admin., Special Education Director
Transportation	All bus drivers and aides will receive some training in PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	Trans. Director, Supt., DPP
Behavior Referrals	Schools will track all behavior referrals in Infinite Campus for the purpose of data analysis.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principal or Designee
Food Services	All cafeteria workers and managers will receive an overview training in PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District Food Service Manager, Supt. DPP
KDE/WIDA Resources	Utilize KDE and WIDA resources for training involving new and targeted staff members in working with English Language Learners at all Schools with ELL populations	Professional Learning	11/01/2012	05/31/2017	\$0	District Title III Coordinator, Principals, Related Teachers and ELL Staff
ELL Awareness	Increase the awareness of the importance of ACCESS testing for regular education teachers, students, and parents (in much the way K-PREP is portrayed)	Community Engagement	11/01/2012	05/31/2017	\$300	Asst. Supt., Dist. Title III Coordinator, ELL Staff, Principals
ELL Communication	Continue to communicate students' ACCESS proficiency goals with stakeholders (students, parents, classroom teachers, ELL teachers)	Other	11/01/2012	05/31/2017	\$300	Asst. Supt., Dist. Title III Coordinator, Teachers, ELL Staff, Principals
ELL Differentiation	Provide intensive professional development to regular classroom teachers incorporating differentiation of instruction components and multicultural understanding (tiered lessons, scaffolding, vocabulary strategies, sheltered instruction observation protocol)	Professional Learning	11/01/2012	05/31/2017	\$4000	Dist. Title III Coordinator, ELL Staff, Principals

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Proficiency Standards	Provide professional development to all teachers relating to English Language Proficiency Standards: - provide staff development regarding application of ELP Standards to Common Core Standards	Professional Learning	11/01/2012	05/31/2017	\$1000	Asst. Supt., Dist. Title III Coordinator, Principals, Teachers, (ELL & Reg. Ed.)
Program Services Plan	Continue Program Services Plan to include student-specific goals for English language acquisition and content - provide staff development regarding implementation of PSPs	Other	11/01/2012	05/31/2017	\$500	Dist. Title III Coordinator, ELL Staff, Principals
Collaboration	Increase collaboration among classroom teachers and ELL staff: provide staff development regarding the various co-teaching methods	Professional Learning	11/01/2012	05/31/2017	\$2000	Dist. Title III Coordinator, Principals, Teachers (ELL & Reg. Ed.)
Progress Monitoring	Continue targeted progress monitoring (MAP, Common Assessments, K-PREP data, ACCESS, etc.)	Academic Support Program	09/03/2012	05/31/2017	\$500	Dist. Title III Coordinator, Principals, All teachers, Asst. Supt.
Target Achievement Gaps	Identify and target achievement gaps in core content areas	Direct Instruction	11/01/2012	05/31/2017	\$0	Dist. Title III Coordinator, Principals, All Teachers, Asst. Supt.
Interventions	Review and monitor protocol and specific procedures regarding referrals for evaluations related to potential special education identification for students who are ELL ensuring the use of appropriate research-based instructional interventions.	Direct Instruction	11/01/2012	05/31/2017	\$0	Asst. Supt., Director of Special Ed., Dist. Title III Coordinator, ELL Staff
Multicultural Celebration	Provide multicultural celebrations that invite parents and focus on increased parent multicultural appreciation and involvement	Parent Involvement	11/01/2012	05/31/2017	\$500	Asst. Supt, Dist. Title III Coordinator, Principals, ELL Staff, Regular Ed. Teachers
Program Review Implementation	Each school will continue to demonstrate full implementation of the Program Review process in the following areas by maintaining teams to address the program reviews based on guidance documents provided by KDE, training provided through KDE, and coordinated with district guidance: Writing, Arts & Humanities, Practical Living/ Vocational Studies, World Languages, and Primary Program (Elementary only)	Other	09/03/2012	05/31/2017	\$0	Curriculum Coordinator, All Admin, Instructional Coaches, AH & PL Advisory Committee

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Monitoring	Continual updating and monitoring of pacing guides, essential learning targets, and common assessments based on Kentucky's Model Curriculum Framework, Program Of Studies and Core Academic Standards relating to all content areas: Mathematics, Reading, Writing, Science, Social Studies, Arts & Humanities, Practical Living / Vocational Studies	Other	11/01/2012	05/31/2017	\$0	Central Office Admin., School Admin., Instructional Coaches
Literacy Design	The Literacy Design Collaborative model (Bill & Melinda Gates Foundation) will be utilized on a district wide basis to develop lessons/units in delivery and implementation of the common core standards with embedded training being provided through instructional coaches in collaboration with instructional leaders and all coaches	Professional Learning	11/01/2012	05/31/2017	\$0	Central Office Admin., School Admin., Instructional Coaches
Analysis Of Professional Learning	The district will continue to serve as an implementation site for professional learning and have representatives serve on the state task force for Professional Learning and collaborate with Learning Forward to analyze and improve professional learning within the district and across the state. (Mr. Gillis)	Professional Learning	07/02/2012	07/24/2015	\$0	Mr. Gillis, Principals
Knowledge Base	Administrators will continue expansion of their own knowledge of balanced assessment, and will continually assess teacher knowledge of balanced assessment within their school in planning for future action and training	Professional Learning	11/01/2012	05/31/2017	\$0	All Admin.
Teacher Leaders	Administrators will identify teacher leaders they will select to assist in the study and development of a balanced assessment system	Professional Learning	11/01/2012	05/31/2017	\$0	All Admin.
Collaboration	District and School Administrators will collaborate with teacher leaders and each other to prioritize tasks that need to be accomplished at the district level to implement balanced assessment systems	Professional Learning	11/01/2012	05/31/2017	\$0	All Admin.
Standards Based Training	All staff members will continue to receive training and opportunities for self-study relating to transitioning to standards based reporting - addressing product, process, and progress criteria	Professional Learning	06/01/2011	05/31/2017	\$0	All Admin. & teachers
Standards Based Implementation	Standards based reporting systems will continue to be explored for implementation at each school addressing product, process, and progress criteria	Other	08/02/2012	05/31/2017	\$0	Central Office Admin., School Admin.
District Advisory Council	The District Advisory Council will meet to review the Comprehensive District Improvement Plan and provide input	Community Engagement	11/01/2012	05/31/2017	\$0	Supt. and Assist. Supt.
Recognition	Each school shall increase the nominations for the Board of Education's monthly parent, student, community member, teacher recognition program so that one student and one parent is recognized monthly	Community Engagement	11/01/2012	05/31/2017	\$0	Supt., Board of Educ., Parents, Students, Principals, Teachers

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Engagement	The district will continue to utilize online forms for parent, student, community member, and teacher nominations for recognition of individuals that play a role in the school community	Community Engagement	11/01/2012	05/31/2017	\$0	Supt., Assit. Sup., & Principals
Grants	The district will collaborate with the NKCES Grant Writer to seek appropriate and relevant grant opportunities for use within the district: Teaching American History Grant; Professional Development For Arts Educators Grant; Drug Free Communities Grant; On Track With Business Grant; Secure Our Schools Grant; Elementary and Secondary School Counseling Grant	Community Engagement	11/01/2012	05/31/2017	\$0	Supt., Assist. Supt.
Prichard Committee	The district will promote the Prichard Committee's Commonwealth Institute for Parent Leadership as an avenue to help and train parents to become more involved in improving our schools to enhance academic achievement for all students (In addition, representatives of the Prichard Committee are available to provide training for parents on-site with topics such as the new Common Core Standards.)	Parent Involvement	11/01/2012	05/31/2017	\$0	All Central Office Admin. & School Principals
Communication	The district will publicize academic, extra-curricular, and athletic programs-both schedules and results utilizing local media/business establishments, internet, phone system, etc.: progress on this activity will be regularly reported to the Superintendent by the school principals and representatives from Rose Communications.	Community Engagement	11/01/2012	05/31/2017	\$0	Athletic Director, Supt., Principals, Teachers
Student Partnership Committee	The district will continue a student partnership committee to meet with the Superintendent each quarter to gain more student input and increase collaboration with students	Community Engagement	11/01/2012	05/31/2017	\$0	Supt.
Parent & Community Partnership Committee	The district will develop a parent & community partnership committee to meet with the Superintendent on a quarterly basis to increase collaboration and partnership that is focused on increasing student learning with efforts to include parents of students with disabilities and/or those in specific target gap areas	Community Engagement	11/01/2012	05/31/2017	\$0	Supt.
District Programs	Maintain, support and promote district programs such as intramural athletics, local service organizations, FRYSC, SBHC, PTO/PTA, parent training programs, and city government	Community Engagement	11/01/2012	05/31/2017	\$333276	All staff members
Home Visits	Schools will conduct home visits as needed to increase parent communication and establish a positive rapport with parents	Parent Involvement	11/01/2012	05/31/2017	\$0	Principals, Counselors, Teachers, DPP, & other pertinent personnel
Technology	The district and the schools will continue to use technology to communicate more effectively with parents on a regular and consistent basis (Phone, emails, automated call system, websites, social media).	Technology	11/01/2012	05/31/2017	\$0	Supt., Principals, Chief Info. Officer

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Technology Resources	The district will work to increase the awareness of resources such as, Infinite Campus tools, blogs, Twitter, TransAct, and other communication tools	Technology	11/01/2012	05/31/2017	\$0	Supt., Principals,, Chief Info. Officer
Infinite Campus	Support will be provided to parents regarding the information available to them through Infinite Campus	Parent Involvement	11/01/2012	05/31/2017	\$0	Principals, Building IC Trainers
Partnerships	Seek and utilize "BEST" and other business partnerships in collaboration for school improvement.	Community Engagement	11/01/2012	05/31/2017	\$0	Principals
Kenton County Alliance	The district will continue to participate in the Kenton County Alliance to Prevent Substance Abuse in recognition of their mission "to reduce and prevent substance abuse among youth and eventually adults in Northern Kentucky." Their goals are to: Identify local substance abuse issues; Identify strategies that fit community resources to address these strategies	Community Engagement	11/01/2012	05/31/2017	\$0	NKCES District Staff
Resources	Investigate community avenues to bring resources to students as needs are identified such as grants for substance abuse, early intervention programs, etc.	Community Engagement	11/01/2012	05/31/2017	\$0	All administrators , teachers, and support staff
FRYSC	Our Family Resource and Youth Service Centers and School-Based Health Centers will work collaboratively with the Erlanger City Platform, the Kenton County Rotary Club, and other community organizations that support goals relating to community improvement	Community Engagement	11/01/2012	05/31/2017	\$0	FRYSC, SBHC
Lloyd Alumni Association	The district will support the goals and work of the Lloyd Alumni Association with active engagement and collaboration	Community Engagement	11/01/2012	05/31/2017	\$0	Assist. Superintendent
Parent Focused Activities	Schools will utilize parent engagement activities such as back-to-school celebrations, open houses, student led conferences, and parent academies to increase opportunities for parental involvement	Parent Involvement	11/01/2012	05/31/2017	\$4000	Principals
Private Schools - Equitable Resources	District will utilize Title I funds in coordination with Title II funds in providing equitable resources for local private schools for continued implementation of scientifically research-based interventions for targeted students at private schools as well as high quality professional development for related private school teachers and paraeducators, including multisensory approaches to instruction	Community Engagement	11/01/2012	05/31/2017	\$5000	Federal Programs Coordinator
Private School - Professional Development	Federal Programs coordinator will continue to facilitate utilization of Title funding, instructional programs, and professional development through qualifying Private Schools to insure research based instruction, technology, and appropriate professional development activities are provided, and monitored with success being measured through pre and posttest monitoring utilizing a norm-referenced test	Professional Learning	11/01/2012	05/31/2017	\$2000	Federal Programs Coordinator

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Utilization of Funding	In order to best utilize federal, state, district, and community financial resources, and to ensure compliance relating to all ethical and legal guidelines, continuing, ongoing finance training will be provided for all building level administrators, athletic directors, etc.	Professional Learning	11/01/2012	05/31/2017	\$2000	Supt., Designee
Emergency Planning	The district emergency planning committee, in collaboration with local community agencies will continue to update the district's emergency plan and collaborate with schools to ensure each school emergency plan is continually updated	Community Engagement	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Principals, Health Center Staff, School Resource Officers, and FRYSC Directors
Developmental Assessts	The district will collaboratively work with City Government and other community organizations (YMCA, City Parks/Rec., County Extension, 4-H, Big Brothers/Big Sisters, Boys and Girls Club) to increase student developmental assets	Community Engagement	11/01/2012	05/31/2017	\$0	Supt., Assist. Supt., and other designees
Service Learning & Community Programming	District will develop a community committee to focus on improving the local community and providing opportunities for service learning, and community programming for youth and others	Community Engagement	11/01/2012	05/31/2017	\$0	Supt.
Communication Plan	District will continue to partner with Rose Communications to implement the developed communication plan, increase communication with the public through various strategies such as newsletters, press releases, etc. The distribution of a community newsletter, ENGAGE, will be a primary focus of communication with the community at large.	Other	11/01/2012	05/31/2017	\$28787	Superintendent, All Administrators
Equitable Distribution	The Erlanger-Elsmere Schools will annually review policies and procedures to ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready and that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Policy and Process	08/01/2012	05/31/2017	\$0	Assistant Superintendent
Dropout Prevention	Continue to maintain an organizational committee to serve as a focus group relating to issues, actions, and solutions associated with students at risk for failure and dropping out of school (with particular focus on graduation and drop-out data of sub-groups such as students with disabilities, ELL, etc.).	Other	11/01/2012	05/31/2017	\$0	DPP, FRYSC, Guidance Counselors, Central Office and Building Level Admin., Special Education Staff

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Proactive Approach	The District Dropout Team will continue to collaborate throughout the school year to study data and to establish a K-12 proactive approach to decrease the amount of students dropping out of school	Other	11/01/2012	05/31/2017	\$0	DPP, FRYSC, Guidance Counselors, Admin., Teachers, Paul Flaughter (DFC)
Interventions and Strategies	The District Attendance Committee will continue to meet throughout the school year to look at interventions and strategies to decrease student truancy	Other	11/01/2012	05/31/2017	\$0	DPP, FRYSC, Attendance Clerks, Administration, Paul Flaughter (DFC)
Hope, Engagement, Well-being	Administration and utilization of data from Gallup Student Poll as a measure of hope, engagement, and well-being	Other	11/01/2012	05/31/2017	\$0	Building Principals, Central Office Personnel
AH/PLCS Advisory Committees	Advisory Committees will continue to be lead and coordinated for Arts & Humanities, Health, and Physical Education for the Arts and Humanities and Practical Living/Career Studies Programs to provide our AH and PL/CS teachers within the district regular opportunities for collaboration and discussion with each other to improve instructional practices, share resources and knowledge, develop district-wide programs (products, shows, multi-school events), and strengthen the district's Arts and Humanities and Practical Living/Career Studies Programs.	Other	01/24/2013	05/31/2017	\$0	Instructional Coordinator, Art, Music, Physical Education Career-Studies Teachers, and Guidance Counselors
Safe & Civil Schools	Utilize district personnel, principals, counselors, instructional coaches, and key teachers in full-year training and implementation of "Safe & Civil Schools," to assist in developing better behavior management strategies in schools; learn effective classroom management procedures; implement school-wide positive behavior support and response-to-intervention for behavior; and design and implement a better school improvement plan. Form Crisis Teams in each school and have each member trained by a CPI Certified Trainer. The goals with the approach are that all students must be treated with dignity and respect; students should be taught the skills and behaviors necessary for success; motivation and responsibility should be encouraged through positive interactions and building relationships with students; and student misbehavior represents a teaching opportunity.	Professional Learning	09/03/2012	05/31/2017	\$4000	District Personnel, Principals, Counselors, Instructional Coaches, CPI Certified Trainer, and Key Teachers

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Evidence-Based Practices	The Professional School Counseling Staff at Tichenor Middle School will work in conjunction with NKU to incorporate evidenced-based practices into Tichenor's comprehensive developmental school counseling program. This may include using data to evaluate sections of the school counseling program and its effectiveness in reducing behavioral incidents, increasing attendance, and improving academic achievement, which are the goals of the TMS Counseling program. The Professional School Counseling staff has divided up to assign a counselor to work with the students and staff of one grade each to identify skills students may be lagging, which have led to behavioral difficulties. The Professional School Counseling staff will work to create a proactive approach in teaching students these skills and working with teachers and students to encourage their success in the classroom. Professional School Counseling staff will also collaborate with teachers and administrators by serving on committees such as PBIS and the scheduling committee to help analyze data to review program effectiveness and promote growth towards students academic and behavioral goals.	Academic Support Program	08/15/2012	05/31/2017	\$0	Principal, Assist. Principal, Counseling Staff, Dr. Zyromski (NKU), Instructional Coach, Teachers, Parents
Advisory Activities	Professional School Counselors will collaborate with Teacher Advisors to develop a curriculum of daily advisory activities based on the ASCA National model that will encompass academic, personal/social and career domains. These activities will help students develop necessary skills to make decisions for a successful educational future and build healthy relationships with peers and adults	Academic Support Program	08/15/2012	05/31/2017	\$0	Principal, Assist. Principal, Instructional Coach, School Counselors, Teacher Advisors
Community Partnerships	The Erlanger-Elsmere Schools has partnered with the Cabinet for Health and Family Services to implement a monthly intake meeting to address students in grades K through 12 that are having attendance problems that the traditional district interventions have not solved. A collaborative plan is developed for the parent/guardian and student to follow. Progress is monitored monthly to ensure attendance is improving.	Academic Support Program	08/14/2013	05/26/2017	\$0	DPP, School Principals, FRYSC Directors, School Counselors, CHFS Representative

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Professional School Counseling Program	The Professional School Counseling Staff at all schools will work in conjunction with NKU to incorporate evidenced-based practices into their comprehensive developmental school counseling program. This may include using data to evaluate sections of the school counseling program and its effectiveness in reducing behavioral incidents, increasing attendance, and improving academic achievement. The Professional School Counseling staff will work to create a proactive approach in teaching students these skills and working with teachers and students to encourage their success in the classroom. Professional School Counseling staff will also collaborate with teachers and administrators by serving on committees such as PBIS and the scheduling committee to help analyze data to review program effectiveness and promote growth towards students academic and behavioral goals.	Academic Support Program	01/01/2013	05/31/2017	\$0	School Counselors, School Principals, District Leadership, NKU Professor
Nutrition	Due to the relationship between nutrition and cognitive and academic development, the nutrition component of the Physical Education Program grant is intended to favorably impact the academic progress of all students in all areas. Specific emphasis will be placed on development and introduction of an evidence-based nutrition curriculum; nutrition coaching and trainings for food service staff and teachers, and introducing techniques for improved healthful food service; introduction of new foods in appealing ways for students; reinforcement of nutrition curriculum through posters, bulletin boards, videos, and other media to help students make healthy choices; nutritional shopping, visits to farms or healthy farm stores, and family learning nights.	Academic Support Program	01/01/2014	12/31/2016	\$2100000	Superintendents of the Erlanger-Elsmere, Beechwood, Ludlow, and Silver Grove Independent School Districts in Northern Kentucky, as well as a grant manager and other employees.
Wellness	Due to the relationship between wellness and cognitive and academic development, the nutrition component of the Physical Education Program grant is intended to favorably impact the academic progress of all students in all areas. Specific emphasis will be placed on development and introduction of an evidence-based physical activity curriculum; teaching students to use related equipment that will increase physical activity to 60 minutes per day; extended hours for activities that will allow students to increase physical activity in safe environments; wellness centers equipped at each school to alleviate overscheduled school gyms; wellness field trips and enrichment experiences to activity centers, skating rinks, equine experiences and other physical activities; family learning activity nights to promote physical activities; and assessments to guide decision making and ensure students progress.	Academic Support Program	01/01/2014	12/31/2016	\$2100000	Superintendents of the Erlanger-Elsmere, Beechwood, Ludlow, and Silver Grove Independent School Districts in Northern Kentucky, as well as a grant manager and other employees.

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Professional Learning Experiences	Provide Professional learning experiences for Erlanger-Elsmere educators relating to Kentucky's Continuous Instructional Improvement Technology System (CIITS) in the following areas: Creation and publication of lesson plans; Creation of assessments using the CIITS Assessment Administrator Module to create assessments; Use of the School & District Data module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning; Use of the Educator Development Suite to increase educator knowledge of how to implement high effective teaching and learning in the classroom; Access of professional learning opportunities through the professional development arm of the Educator Development Suite.	Professional Learning	09/03/2012	05/29/2020	\$10400	Central Office, Admin., School Admin., Instructional Coaches
Utilization	Educators will utilize CIITS in each of the following areas, with educator usage monitored through CIITS at the state and district levels: Creation and publication of lesson plans; Creation of assessments using CIITS Assessment Administrator Module to create assessments; Use of the School & District Data Module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning; Use of the Educator Development Suite to increase educator knowledge of how to implement highly effective teaching and learning in the classroom; Access of professional learning opportunities through the professional development arm of the Educator Development Suite.	Other	09/03/2013	05/29/2020	\$6000	Central Office Admin., School Admin., Instructional Coaches
Technology Integration	A clicker system will be explored for use at all schools tied to utilization of the clickers with their on-going implementation of CIITS, particularly in the creation and use of classroom assessments.	Technology	06/01/2012	06/12/2020	\$2311	Instructional Coordinator, Principal, Instructional Coach, classroom teachers
PGES Full Implementation	District administrators and teachers will fully implement PGES during the 2015-16 school-year as the primary source of teacher evaluation and professional growth and improvement.	Professional Learning	08/03/2015	06/10/2016	\$250	Central Office Admin., School Admin., Instructional Coaches, Teachers
PGES & CIITS	In participation of Kentucky's field test events relating to the new Teacher and Leader Professional Growth & Effectiveness System, administrators will utilize the CIITS professional development arm of the Educator Development Suite. Surface tablets will be purchased for all administrators and Instructional Coaches to complete initial certification, peer observation training, and teacher observations.	Other	09/28/2012	05/15/2015	\$7225	Central Office Admin., School Admin., Instructional Coaches, Selected Teachers

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Observer Certification	The Superintendent, Assistant Superintendent, Instructional Coordinator, all Principals and all Assistant Principals will participate in full Observer Training through Teachescape, or recalibration on an annual basis, depending on each individual's required training timetable.	Professional Learning	01/01/2013	06/01/2020	\$4886	Super., Assist. Super., Instructional Coordinator, all Principals and all Assistant Principals
Administrative PLC Utilization	The district will work within the framework of existing PLC's for continued implementation and monitoring of PPGES, OPGES, and PGES systems to ensure all leadership is knowledgeable of PPGES components and expectations; Review principal responsibilities within context of PPGES components and expectations; review and recommend human capital and fiscal resources and allocations to support principal effectiveness; Review policy and procedure currently related to principal effectiveness; recommend modifications to policy and procedure to support principal effectiveness.	Policy and Process	08/01/2013	06/01/2020	\$0	Supt., Central Office Staff, Principals
Participation in Kentucky Leadership Academy	The Kentucky Leadership Academy will be the method that KDE utilizes in training principals in PPGES and PGES.	Professional Learning	08/01/2013	06/01/2020	\$6000	Principals
Participation in KDE PPGES and PGES ISLN and ISLN Webcasts	ISLN and ISLN activities are all designed as KDE's "supporting arm" in facilitation of administrative growth	Professional Learning	08/01/2013	06/01/2020	\$0	Supt., Central Office Staff, Principals
Professional Learning Plan	The district will implement a district-wide Professional Learning Plan for PPGES components and expectations that incorporate leadership around the following: Performance Standards as drivers for Professional Growth; Student Growth Goal Development using ASSIST; Professional Growth Goal Setting based on Self-reflection and student need; Val-Ed 360 administration and results usage; TELL Kentucky Survey administration and results usage; and Effective feedback.	Professional Learning	08/01/2013	06/01/2020	\$1200	Superintendent, Central Office Staff, Principals
Student Growth Goals	Development of Student Growth Goals based on student need as identified in School Improvement Plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long-range target: 2014-15; 2015-16 and beyond	Other	08/01/2013	06/01/2020	\$0	Supt., Central Office Staff, Principals
Working Conditions Goal	Development of Working Conditions goal based on most recent TELL Kentucky Survey data with a corresponding rubric to identify level of success in achieving intermediate goals toward long-range targets.	Professional Learning	08/01/2013	06/01/2020	\$0	Supt., Central Office Staff, Principals
Development of Professional Growth Plan	Development of Professional Growth Plan based on self-reflection and student growth needs	Professional Learning	08/01/2013	06/01/2020	\$0	Supt., Designee, Principals
Implementation of Professional Growth Plan	Implementation of Professional Growth Plan including multiple review points in collaboration with Superintendent/designee	Professional Learning	08/01/2013	06/01/2020	\$0	Supt., Designee, Principals

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Observations	Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator: Formative review of success in performance standards; Formative review of student growth goal attainment; Formative review of PGP implementation; Formative review of supervisor's assessment of working conditions	Other	08/01/2013	06/01/2020	\$0	Superintendent/Designee; Principals
Intentional Scheduling	Development and implementation of an intentional schedule of district walk throughs with principals, and of an intentional schedule for classroom visits beyond scheduled observations	Other	08/01/2013	06/01/2020	\$0	Supt., Designee, Principals
Modeling	We will increase focus on PLC processes and protocols by modeling the research-based PLC processes in order to align and support instructional practices.	Professional Learning	08/06/2014	05/30/2017	\$0	Supt., Asst. Superintendent, Instructional Coordinator
Intentional Connections	We will help PLC's work/focus by making intentional connections between state, district and school initiatives.	Professional Learning	08/06/2014	05/30/2017	\$0	Superintendent, Assistant Superintendent, Instructional Coordinator
Training	We will build capacity by training and re-training staff on PLC processes and procedures.	Professional Learning	08/06/2014	05/30/2017	\$0	Superintendent, Assistant Superintendent, Instructional Coordinator
Strengthen PLC's	We will improve/strengthen PLC work by re-defining and clarifying how PLC's can drive professional learning rather than being the professional learning.	Professional Learning	08/06/2014	05/30/2017	\$0	Superintendent, Assistant superintendent, Instructional Coordinator
Honor	We will honor PLC time by creatively restructuring information delivery (and model it to support buy-in and growth).	Professional Learning	08/06/2014	05/30/2017	\$0	Central Office staff
Erlanger-Elsmere Early Learning Center	The Erlanger-Elsmere Early Learning Center is a high quality educational program that partners with Erlanger-Elsmere Schools, Head Start, and other community agencies which is open to 3, 4, and 5 year old pre-kindergarten children of families who reside in the Erlanger-Elsmere School District and District personnel. Operating year-round, full or half day programs with extended care are available if needed. The curriculum is aligned with Kentucky Early Childhood Standards to focus on school preparation and success.	Academic Support Program	09/01/2014	06/16/2017	\$300000	Superintendent; Children's Inc.

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Erlanger-Elsmere PGES, PPGES, and OPGES Systems	In collaboration with the Erlanger-Elsmere Evaluation Committee, the Erlanger-Elsmere Schools and School Board will continue to plan, edit, and modify policies and procedures relating to the district's PGES, PPGES, and OPGES systems, in compliance with state requirements.	Policy and Process	04/02/2014	06/01/2020	\$0	Superintendent, Assistant Superintendent, Instructional Coordinator, & others
Educator Training	The Erlanger-Elsmere Schools will continue to provide training for all staff members in implementation of PGES, OPGES and PPGES systems relating to goal development and assessment analysis, as well as other components new and specific to the professional growth and evaluation system, as it evolves.	Professional Learning	08/01/2014	06/05/2020	\$0	Superintendent, Assist. Superintendent, Instructional Coordinator
Evaluation Data Analysis	The Erlanger-Elsmere Schools will utilize and analyze PGES, PPGES, and OPGES results and data to make decisions relating to professional learning needs as well as district and school improvement.	Policy and Process	06/01/2015	06/01/2020	\$0	Superintendent, Assist. Superintendent, Instructional Coordinator
Utilization of ISLN and ISLN Webcasts	The leadership of the Erlanger-Elsmere Schools will utilize KDE's ISLN's and ISLN Webcasts for further instruction, advice and guidance relating to implementation and utilization of PGES, OPGES, and PGES systems.	Professional Learning	08/01/2014	06/01/2020	\$0	Superintendent, Assist. Superintendent, Instructional Coordinator, Director of Special Education
Erlanger-Elsmere PGES, PPGES, OPGES Systems	In collaboration with the Erlanger-Elsmere Evaluation Committee, the Erlanger-Elsmere Schools and School Board will continue to plan, edit, and modify policies and procedures relating to the district's PGES, PPGES, and OPGES systems, in compliance with state requirements.	Policy and Process	04/02/2014	06/01/2020	\$0	Supt.; Assist. Supt., Instructional Coordinator
Evaluation Data Analysis	The Erlanger-Elsmere Schools will utilize and analyze PGES, PPGES, and OPGES results and data to make decisions relating to professional learning needs as well as district and school improvement.	Policy and Process	06/01/2015	06/01/2020	\$0	Supt., Assist. Supt., Instructional Coordinator
Parents & Teachers Talking Together	Continued expansion and implementation of PARENTS AND TEACHERS TALKING TOGETHER (PT3), which is a voluntary, structured dialogue to initiate ongoing conversations between parents and teachers about school and student needs. The conversations were created by and are facilitated by the Prichard Committee for Academic Excellence, an independent citizen's advocacy organization working to improve education. It allows schools and parents to have open dialogue about how all can work best together for students.	Parent Involvement	06/02/2014	06/01/2017	\$0	Principal

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Text Dependent Questions	Book Study: Text Dependent Questions - Pathways To Close And Critical Reading (Fisher and Frey). The method is based on this framework: What does the text say?; How does the text work?; What does the text mean?; and What does the text inspire you to do? - all focusing on general understanding, key details, vocabulary, structure, authors craft, authors purpose, intertextual connections, write, investigate, present, and debate.	Professional Learning	11/03/2014	06/01/2015	\$600	Literacy Consultant, Principals, Instructional Coaches
Higher Order Questioning	Instructors will intentionally design and plan higher order instructional delivery focusing on appropriate questioning strategies in each lesson based on Blooms Taxonomy models.	Direct Instruction	08/01/2014	06/01/2017	\$0	Instructional Coordinator, Principals, Instructional Coaches
Higher Order Products	Instructors will intentionally design and plan higher order instructional delivery focusing on appropriate student products and responses in each lesson, based on Bloom's Taxonomy models.	Direct Instruction	08/01/2014	06/01/2017	\$0	Instructional Coordinator, Principals, Instructional Coaches
Utilization of Instructional Round Data	The district and schools will utilize feedback and data as a result of Instructional Rounds for Improvement Plans and Action Plans, targeting identified areas for improvement based on Instructional Rounds Feedback.	Professional Learning	08/04/2014	06/01/2017	\$0	Assistant Superintendent, Instructional Coordinator
Total					\$5386735	

Tichenor Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grant Completion	The district will collaborate with the YMCA and the Boys and Girls Club in completion of the grants as the grants become available.	Academic Support Program	11/01/2012	05/31/2017	\$100000	Assistant Supt. Instructional Coordinator
Middle School and High School SACS Accreditation	Lloyd Memorial High School and Tichenor Middle School will maintain and renew their SACS accreditation	Other	12/01/2014	05/26/2017	\$1450	High School and Middle School Administration and Staff, Superintendent, Assistant Superintendent, and Instructional Coordinator
Training	Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District & School Coordinators and Coaches

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Coaching Institute	Selected Team Members will attend the KYCID PBIS Network Coaching Institute	Professional Learning	11/01/2012	05/31/2017	\$0	School and District Teams
Why	All new members of teams will receive 3 hours of "why" PBIS training	Professional Learning	11/01/2012	05/31/2017	\$0	District and School Coordinators
Distict Support	The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.	Other	11/01/2012	05/31/2017	\$0	District Coaches & District Data Point of Contact
Publicity	Share and publicize PBIS Activities, internally and externally	Community Engagement	11/01/2012	05/31/2017	\$0	District Coordinator, and School Coordinators
Policies	Each PBIS Participating School will continue to review/revise their discipline policies	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School SBDM Teams & School Coaches
SBDM Councils	Participating Schools' SBDM Councils will receive an overview of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Staff Members	All new staff in participating schools will receive PBIS Training	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Substitutue Teachers	Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Administrators	New school level administrators at the participating schools will receive training in PBIS.	Professional Learning	11/01/2012	05/31/2017	\$0	District Coach, and Data Contact
Discipline Data	A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Principals, Assistant Principals, Special Education Director
Quarterly Meeting	School PBIS Coaches will meet quarterly with the District PBIS Team.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Coordinator and Coach
Common Areas	Schools will revise expectations for behavior in common areas as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils

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Behavior Rewards	School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Student Needs	School teams will meet monthly to discuss student behavior and determine needs	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams, Principal, and SBDM Council
School Reporting	School teams will report data and successful strategies/interventions and share this information quarterly with the district team	Other	11/01/2012	05/31/2017	\$0	School Team
School Monitoring	School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Team, Principals, DPP, Supt.
High Referral Rates	Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director
Planning	Plan for PBIS training for the school and district teams in the summer	Other	11/01/2012	05/31/2017	\$0	School and District Teams
Team Meetings	Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach.	Other	11/01/2012	05/31/2017	\$0	School & District Teams
Analysis For Effectiveness	The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID	Other	11/01/2012	05/31/2017	\$0	District and School Teams, Supt., DPP
Boys & Girls Clubs: After School Program	In collaboration with local agencies, the Erlanger-Elsmere School District will continue to implement the Extended Learning Opportunities Program at the middle school to provide after school programming to all TMS students Monday-Friday after school.	Other	09/04/2012	05/31/2017	\$50418	Supt., Assist. Supt, Middle School Principals and Counselors

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Middle Schools Of Innovation	Tichenor Middle School will continue as a participant in the third year of a three-year commitment with the Kentucky Middle Grades Schools of Innovation (KMGSi) sponsored by the Southern Regional Education Board (SREB) to improve student academic achievement. As a part of this initiative, Tichenor will utilize the Literacy Design Collaborative (LDC) model created by the Gates Foundation	Professional Learning	09/01/2011	06/26/2015	\$40000	Asst. Supt.; Tichenor Admin. Staff; Selected Teachers
Whiz Kids	The "Whiz Kids," a weekly school program sponsored by a community group from the Erlanger Baptist Church and the Erlanger Christian Church will continue to be implemented for students at Lindeman Elementary. (Implementation of the program may be considered at other district schools in the future.) The program focuses on targeted students for tutoring with emphasis in literacy	Tutoring	11/01/2012	05/31/2017	\$0	Principals, Community Volunteers
Parent Academies	Parent Academies will continue to be implemented at the Middle School & High School Level specifically featuring informational sessions relating to EXPLORE, PLAN, and ACT Assessments, and their utilization in students' plans, and goal setting relating to college and career readiness.	Parent Involvement	11/01/2012	05/31/2017	\$0	Middle School and High School Principals and Guidance Counselors
Youth Programing	District will partner with Children's Inc., the Brighton Center, the local police departments, local public library, other interested community organizations, and the Boys and Girls Club of Greater Cincinnati to increase programming for youth focusing on students at the Middle and High School levels	Community Engagement	11/01/2012	05/31/2017	\$50418	Supt., Asst. Supt., Principals, Counselors, FRYSC
Student Advisory Committee	Superintendent student advisory committees will increase the focus on service learning and continue partnership with Children's, Inc.	Community Engagement	11/01/2012	05/31/2017	\$1000	Supt., MS/HS Principals, FRYSC
Operation Preparation	The High School and Middle School will utilize KDE's organizational framework for Operation Preparation, a joint initiative of KDE and the Office of Workforce Development. A community-based volunteer advising program that provides a powerful opportunity for schools, students, parents and communities to collaborate in the college- and career-planning and advising process	Community Engagement	11/01/2012	05/31/2017	\$0	Instructional Coordinator, Principals
ILP Utilization	Our middle school and high school will undergo expansion and increased utilization of the Individual Learning Plan (ILP) to help our students prepare for their future as they move through high school and beyond.	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	Middle School and High School Principals and Counselors
Frameworks, Guidance, Supports	The district, with specific focus at the middle school and high school, will continue to utilize frameworks, guidance and supports provided by KDE in promoting College & Career Readiness: 1. Persistence To Graduation Tool 2. Advising Tool Kit Program Framework 3. Operation Preparation	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	Middle and High School Principals and Counselors

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Full Implementation	In collaboration with Kenton County Courts, the truancy diversion program will be fully implemented as a tool at the middle and high school levels as court designated workers are assigned to habitual truants in grades 6-12	Other	09/03/2012	05/31/2017	\$0	DPP, Principals, FRYSC
Opportunities	The Bartlett Educational Center will continue to be utilized to provide opportunities for students who are two years behind in their cohort and for which the traditional model of school has not proved successful - this will be accomplished by utilizing a web based program called Edmentum (Plato) and supplemental materials deemed instructionally appropriate for the credit being earned. Funds allocated to the district from SB 97 Raising the Compulsory Attendance Age will be utilized.	Other	11/01/2012	05/31/2017	\$282500	DPP, High School Principal, Middle School Principal and Principal - Bartlett Educational Center
P.A.S.S.	The Bartlett Education Center will continue to serve as a host to an in-school suspension program (PASS: Positive Alternative to School Suspension) to continue to assist in the reduction of the number of out-of-school suspensions and to provide additional behavioral interventions and supports	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Counselor, Principals, FRYSC
Additional Strategies & Activities	Additional strategies and activities relating to the improvement of Graduation Rates may be found under this goal: "The Erlanger-Elsmere School District will meet its state goal relating to the percentage of students that are college and career ready by the spring of 2015."	Other	11/01/2012	05/31/2017	\$0	District & School Level Admin.
Additional Counselor	Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools.	Other	01/02/2013	05/31/2017	\$85000	Superintendent, Principal, Staff from Northern Kentucky University
Champions Program	The Champions Program is sponsored by the Children's Home of Northern Kentucky and is designed to assist students, and their families, that are struggling with behavior, attendance and grades. A licensed therapist meets with the student at school and the family at home. Behavior, attendance, and grades are monitored weekly and the school receives frequent updates and a completion synopsis when the student completes the program.	Academic Support Program	08/14/2013	06/01/2017	\$0	DPP, School Principals, School Counselors, FRYSC Directors, licensed therapists
Ridge Satellite Program	The Erlanger-Elsmere Schools are utilizing the Ridge Satellite Program to assist students that have a dependency to drugs or alcohol. The Ridge offers three programs; Early Intervention, Intensive Outpatient, and Residential Treatment. Students can receive the help they need to battle their dependency and become more focused on school and academics, which will increase their chances of graduating.	Other	08/14/2013	05/31/2014	\$0	DPP, School Principals, School Counselors, FRYSC Directors
Total					\$610786	

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Miles Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grant Completion	The district will collaborate with the YMCA and the Boys and Girls Club in completion of the grants as the grants become available.	Academic Support Program	11/01/2012	05/31/2017	\$100000	Assistant Supt. Instructional Coordinator
Training	Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District & School Coordinators and Coaches
Coaching Institute	Selected Team Members will attend the KYCID PBIS Network Coaching Institute	Professional Learning	11/01/2012	05/31/2017	\$0	School and District Teams
Why	All new members of teams will receive 3 hours of "why" PBIS training	Professional Learning	11/01/2012	05/31/2017	\$0	District and School Coordinators
Distict Support	The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.	Other	11/01/2012	05/31/2017	\$0	District Coaches & District Data Point of Contact
Publicity	Share and publicize PBIS Activities, internally and externally	Community Engagement	11/01/2012	05/31/2017	\$0	District Coordinator, and School Coordinators
Policies	Each PBIS Participating School will continue to review/revise their discipline policies	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School SBDM Teams & School Coaches
SBDM Councils	Participating Schools' SBDM Councils will receive an overview of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Staff Members	All new staff in participating schools will receive PBIS Training	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Substitutue Teachers	Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Administrators	New school level administrators at the participating schools will receive training in PBIS.	Professional Learning	11/01/2012	05/31/2017	\$0	District Coach, and Data Contact

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Discipline Data	A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Principals, Assistant Principals, Special Education Director
Quarterly Meeting	School PBIS Coaches will meet quarterly with the District PBIS Team.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Coordinator and Coach
Common Areas	Schools will revise expectations for behavior in common areas as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Behavior Rewards	School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Student Needs	School teams will meet monthly to discuss student behavior and determine needs	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams, Principal, and SBDM Council
School Reporting	School teams will report data and successful strategies/interventions and share this information quarterly with the district team	Other	11/01/2012	05/31/2017	\$0	School Team
School Monitoring	School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Team, Principals, DPP, Supt.
High Referral Rates	Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director
Planning	Plan for PBIS training for the school and district teams in the summer	Other	11/01/2012	05/31/2017	\$0	School and District Teams
Team Meetings	Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach.	Other	11/01/2012	05/31/2017	\$0	School & District Teams

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Analysis For Effectivess	The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID	Other	11/01/2012	05/31/2017	\$0	District and School Teams, Supt., DPP
Title I Newsletter	Title 1 Schools will continue to send an English and Spanish newsletter to parents through Home/School Connection and post them on the district website	Community Engagement	11/01/2012	05/31/2017	\$500	Title I Director, Principals
Adopt A Block	In cooperation with Erlanger's Christ Chapel Church, utilize the "Adopt-A-Block" Saturday Community Programs to encompass all 4 elementary school communities	Community Engagement	11/01/2012	05/31/2017	\$0	Principals, Community Volunteers
One-To-One	Expansion of Kentucky's "Vision 2015" initiative - the One-To-One volunteer program in all 4 elementary schools to address literacy by matching students who are struggling with reading to a One-To-One volunteer: One-To-One coordinator, Debbie Onkst will work with Lloyd High School to include utilization of high school students as one-to-one coaches	Direct Instruction	11/01/2012	05/31/2017	\$500	Principals, One-To-One Coaches
Whiz Kids	The "Whiz Kids," a weekly school program sponsored by a community group from the Erlanger Baptist Church and the Erlanger Christian Church will continue to be implemented for students at Lindeman Elementary. (Implementation of the program may be considered at other district schools in the future.) The program focuses on targeted students for tutoring with emphasis in literacy	Tutoring	11/01/2012	05/31/2017	\$0	Principals, Community Volulnteers
Born Learning	Continue implementation of Toyota's Born Learning Academy at our elementary schools. Born Learning is an innovative public engagement campaign that helps parents, caregivers and communities create quality learning opportunities for young children. The program educates parents on how to teach their child from the ages of 0-5 before they enter school. This is a collaborative effort, involving the schools, Family Resource Centers and Toyota/United Way - Success by 6.	Parent Involvement	11/01/2012	05/31/2017	\$4000	Building Principal, Instructional Coaches, Counselor, Family Resource Center
Truancy Diversion	Erlanger/Elsmere Schools will continue to incorporate an Attendance Improvement Program at the Elementary schools that is similar to the model that Tichenor Middle School and Lloyd High School are using. The program addresses students who have 3 to 6 unexcused absences or who have accumulated more than 10 tardies. A signed letter from the district Director of Pupil Personnel will be sent to the guardians of these students and will be notified of coming to a mandatory meeting at the school. Members of the Truancy Diversion team will meet with the parent and possibly the student to discuss reasons for the truancy and possible solutions to correct the truancy. Resources will be offered and provided when appropriate and attainable	Other	09/09/2012	05/31/2017	\$0	DPP, Principals, FRYSC

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Additional Counselor	Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools.	Other	01/02/2013	05/31/2017	\$85000	Superintendent, Principal, Staff from Northern Kentucky University
Kindergarten Supports	Erlanger-Elsmere Schools is committed to providing full-day kindergarten instruction in an effort to provide the supports necessary for kindergarten students to reach proficiency in reading and math by 3rd grade. Based on the BRIGANCE Kindergarten Screener data for our district full-day kindergarten instruction will assist us in closing the gap these students have related to combined proficiency by the 3rd grade as measured by the Unbridled Learning Accountability system. It also targets a population of students that are considered at-risk of dropping out of school if the gaps are not closed.	Direct Instruction	08/14/2013	05/31/2017	\$100000	Superintendent, Assistant Superintendent, Instructional Coordinator, School Principals, and school staff
Intervention - K Students Not Meeting Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year our schools will identify those students that have not met Kindergarten Readiness Standards. Targeted interventions will be provided for each student, based on their individual needs as identified through the BRIGANCE screening data.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff
Intervention - K Students Exceeding Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year, our schools will identify those students that have exceeded Kindergarten Readiness Standards. Identified as students who are "ready with enrichments," these students will become a part of the "Primary Talent Pool." Instruction will be targeted and offered to meet the individual needs of those students that are entering Kindergarten with abilities that far exceed those of most of their classmates.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff Members
Preschool Programing	To better prepare students for success in Kindergarten, the Erlanger-Elsmere Schools will continue to provide a preschool program for children in the district age three to five who meet eligibility standards - either qualifying due to an identified developmental delay, or by being deemed at-risk due to financial status at or below the 150% of the poverty level. The preschool program is housed at Arnett Elementary, but services the entire district. Work will take place to ensure compliance related to transition from Part C to Part B.	Academic Support Program	08/14/2013	05/31/2014	\$307870	Superintendent, Assistant Superintendent, Preschool Director, Preschool Staff & Specialists

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Cradle School	Cradle School is essentially a play date - but one aiming to bridge educational gaps by helping parents understand what their child needs to be prepared for kindergarten. A ten-week session, children will engage in play therapy to help determine developmental levels and needs. For parents, it's an opportunity to learn from a host of professional experts about how to help their child thrive. For example, nurses come to talk about well-child checkups and vaccination; family resource professionals talk about available community services; and librarians highlight the importance of literacy.	Parent Involvement	08/14/2013	05/31/2017	\$0	Preschool Director, preschool teachers and staff members, district health professionals, and family resource centers
Community Resources	The Erlanger-Elsmere School District will fully utilize community resources in facilitating state school readiness goals for all preschool children. The district will actively engage in partnership with the United Way's "Success By 6" initiative and the "Northern Kentucky Action Team." The ultimate outcome is that young children enter school ready to succeed.	Community Engagement	08/06/2007	05/30/2017	\$0	Supt., Assist Supt., Instructional Coordinator, other school and district staff members
Me And My School Program	In order for new kindergarten students to be better prepared for the school year, the "Me and My School" kindergarten readiness program will be offered in the summer at our elementary schools. The program is intended to support children with learning, reading and self-regulating skills in the essence of three goals: ensuring a successful transition for students entering the school setting; identifying and reducing learning gaps related to literacy, numeracy, and language; and supporting academic achievement by supporting the parents and families in the home setting.	Academic Support Program	06/02/2014	08/14/2017	\$10000	Assistant Superintendent; School Principals; NKU; United Way;
Erlanger-Elsmere Early Childhood Collaborative	The Erlanger-Elsmere Early Childhood Collaborative is designed to bring together various community organizations and resources to focus on the common community goal of ensuring Kindergarten Readiness of all students when they enter kindergarten. The collaborative will involve local daycare centers, Headstart, the Kenton County Library, and Children, Inc.	Community Engagement	01/07/2015	06/01/2017	\$0	Superintendent, Assistant Superintendent, & Affiliated Community Partners
Total					\$607870	

Lloyd High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grant Completion	The district will collaborate with the YMCA and the Boys and Girls Club in completion of the grants as the grants become available.	Academic Support Program	11/01/2012	05/31/2017	\$100000	Assistant Supt. Instructional Coordinator

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Middle School and High School SACS Accreditation	Lloyd Memorial High School and Tichenor Middle School will maintain and renew their SACS accreditation	Other	12/01/2014	05/26/2017	\$1450	High School and Middle School Administration and Staff, Superintendent, Assistant Superintendent, and Instructional Coordinator
Training	Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District & School Coordinators and Coaches
Coaching Institute	Selected Team Members will attend the KYCID PBIS Network Coaching Institute	Professional Learning	11/01/2012	05/31/2017	\$0	School and District Teams
Why	All new members of teams will receive 3 hours of "why" PBIS training	Professional Learning	11/01/2012	05/31/2017	\$0	District and School Coordinators
Distict Support	The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.	Other	11/01/2012	05/31/2017	\$0	District Coaches & District Data Point of Contact
Publicity	Share and publicize PBIS Activities, internally and externally	Community Engagement	11/01/2012	05/31/2017	\$0	District Coordinator, and School Coordinators
Policies	Each PBIS Participating School will continue to review/revise their discipline policies	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School SBDM Teams & School Coaches
SBDM Councils	Participating Schools' SBDM Councils will receive an overview of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Staff Members	All new staff in participating schools will receive PBIS Training	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Substitutue Teachers	Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Administrators	New school level administrators at the participating schools will receive training in PBIS.	Professional Learning	11/01/2012	05/31/2017	\$0	District Coach, and Data Contact

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Discipline Data	A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Principals, Assistant Principals, Special Education Director
Quarterly Meeting	School PBIS Coaches will meet quarterly with the District PBIS Team.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Coordinator and Coach
Common Areas	Schools will revise expectations for behavior in common areas as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Behavior Rewards	School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Student Needs	School teams will meet monthly to discuss student behavior and determine needs	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams, Principal, and SBDM Council
School Reporting	School teams will report data and successful strategies/interventions and share this information quarterly with the district team	Other	11/01/2012	05/31/2017	\$0	School Team
School Monitoring	School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Team, Principals, DPP, Supt.
High Referral Rates	Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director
Planning	Plan for PBIS training for the school and district teams in the summer	Other	11/01/2012	05/31/2017	\$0	School and District Teams
Team Meetings	Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach.	Other	11/01/2012	05/31/2017	\$0	School & District Teams

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Analysis For Effectivess	The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID	Other	11/01/2012	05/31/2017	\$0	District and School Teams, Supt., DPP
Parent Academies	Parent Academies will continue to be implemented at the Middle School & High School Level specifically featuring informational sessions relating to EXPLORE, PLAN, and ACT Assessments, and their utilization in students' plans, and goal setting relating to college and career readiness.	Parent Involvement	11/01/2012	05/31/2017	\$0	Middle School and High School Principals and Guidance Counselors
College/Career Readiness	Parents of Junior students will be targeted for individual counseling relating to college and career readiness	Parent Involvement	11/01/2012	05/31/2017	\$0	Principal and Guidance Counselors
College Admission Standards	The high school will continue to host a Senior and Junior Parent night for presentation, overview, and guidance relating to college admission standards, application process and FAFSA (Free Application for Federal Student Aid)	Parent Involvement	11/01/2012	05/31/2017	\$0	Principal and Guidance Counselors
Youth Programing	District will partner with Children's Inc., the Brighton Center, the local police departments, local public library, other interested community organizations, and the Boys and Girls Club of Greater Cincinnati to increase programming for youth focusing on students at the Middle and High School levels	Community Engagement	11/01/2012	05/31/2017	\$50418	Supt., Asst. Supt., Principals, Counselors, FRYSC
Student Advisory Committee	Superintendent student advisory committees will increase the focus on service learning and continue partnership with Children's, Inc.	Community Engagement	11/01/2012	05/31/2017	\$1000	Supt., MS/HS Principals, FRYSC
Operation Preparation	The High School and Middle School will utilize KDE's organizational framework for Operation Preparation, a joint initiative of KDE and the Office of Workforce Development. A community-based volunteer advising program that provides a powerful opportunity for schools, students, parents and communities to collaborate in the college- and career-planning and advising process	Community Engagement	11/01/2012	05/31/2017	\$0	Instructional Coordinator, Principals
Credit Recovery	Identification of at risk students and the use of the Edmentum (Plato) computer program in a learning lab throughout the school day, at a summer school program, and in an alternative school setting (Bartlett Education Center) and outside the school setting through performance based courses for credit recovery.	Academic Support Program	08/17/2011	06/30/2017	\$10000	John Riehemann, Mac Cooley, Don Fuller, Chris Klosinski, Shawn Lehman, Ali Lonnemann

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Transitional Courses	High school transitional courses in Mathematics and Reading will continue to be made available to all high school students who score below college readiness benchmarks on the ACT assessment as an intervention program	Academic Support Program	11/01/2012	05/31/2015	\$0	Principal and designees
Learning Lab	<p>The high school will continue to utilize the Lloyd Learning Lab as a center for computer based programs to remediate and enrich student learning during the traditional school day outside of the traditional classroom setting:</p> <ol style="list-style-type: none"> 1. To provide students the opportunity to recover credits in order to get back on their appropriate grade level 2. To provide students the opportunity to participate in Advance Placement Courses that are not currently offered during the traditional school day 3. To provide students opportunities to work on specific skill deficiencies in reading and math using the Compass Odyssey computer based program 	Technology	11/01/2012	05/31/2015	\$6000	High School Principals and Counselors
ILP Utilization	Our middle school and high school will undergo expansion and increased utilization of the Individual Learning Plan (ILP) to help our students prepare for their future as they move through high school and beyond.	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	Middle School and High School Principals and Counselors
Dual Credits	In collaboration with Northern Kentucky University and Gateway Community and Technical College, Dual Credits will continue to be provided offering high school students the opportunity to simultaneously earn high school and college credits during the traditional school day. Additionally, the district will collaborate with Gateway Community College in exploration of career pathways, allowing students to earn industry certificates, while at the same time earning high school credit.	Professional Learning	11/01/2012	05/31/2015	\$8000	High School Principals and Counselors

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College & Post High School Promotion	<p>The high school will continue to closely monitor data related to transition from high school (graduation/drop-out/successful transition rates, etc.) for all students, including those in specific target-gap groups, such as students with disabilities, and will initiate the following strategies in helping to support students' selection of college or trade schools to ensure smooth transitions through the college and career planning process:</p> <ol style="list-style-type: none"> 1. On site college visits including representatives from 20 to 25 colleges 2. Target all senior students for specific guidance and counseling regarding college admission standards, application process, and FAFSA (Free Application For Federal Student Aid) 3. Promote and facilitate student attendance at the "Come See For Yourself" minority recruitment initiative at the University of Kentucky 4. Promote & facilitate Northern Kentucky Regional College Fair 5. Promote & facilitate the National College Fair - Cincinnati, Ohio 6. STEM Days 	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	High School Principals and Counselors
Frameworks, Guidance, Supports	<p>The district, with specific focus at the middle school and high school, will continue to utilize frameworks, guidance and supports provided by KDE in promoting College & Career Readiness:</p> <ol style="list-style-type: none"> 1. Persistence To Graduation Tool 2. Advising Tool Kit Program Framework 3. Operation Preparation 	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	Middle and High School Principals and Counselors
Full Implementation	In collaboration with Kenton County Courts, the truancy diversion program will be fully implemented as a tool at the middle and high school levels as court designated workers are assigned to habitual truants in grades 6-12	Other	09/03/2012	05/31/2017	\$0	DPP, Principals, FRYSC
Opportunities	The Bartlett Educational Center will continue to be utilized to provide opportunities for students who are two years behind in their cohort and for which the traditional model of school has not proved successful - this will be accomplished by utilizing a web based program called Edmentum (Plato) and supplemental materials deemed instructionally appropriate for the credit being earned. Funds allocated to the district from SB 97 Raising the Compulsory Attendance Age will be utilized.	Other	11/01/2012	05/31/2017	\$282500	DPP, High School Principal, Middle School Principal and Principal - Bartlett Educational Center
High School Diploma	The Bartlett Educational Center will continue to allow students an opportunity to earn a high school diploma that meets or exceeds the state required minimum of credits needed to obtain a high school diploma in Kentucky	Policy and Process	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Principals, Health Center Staff, SRO's

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P.A.S.S.	The Bartlett Education Center will continue to serve as a host to an in-school suspension program (PASS: Positive Alternative to School Suspension) to continue to assist in the reduction of the number of out-of-school suspensions and to provide additional behavioral interventions and supports	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Counselor, Principals, FRYSC
Additional Strategies & Activities	Additional strategies and activities relating to the improvement of Graduation Rates may be found under this goal: "The Erlanger-Elsmere School District will meet its state goal relating to the percentage of students that are college and career ready by the spring of 2015."	Other	11/01/2012	05/31/2017	\$0	District & School Level Admin.
Additional Counselor	Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools.	Other	01/02/2013	05/31/2017	\$85000	Superintendent, Principal, Staff from Northern Kentucky University
Champions Program	The Champions Program is sponsored by the Children's Home of Northern Kentucky and is designed to assist students, and their families, that are struggling with behavior, attendance and grades. A licensed therapist meets with the student at school and the family at home. Behavior, attendance, and grades are monitored weekly and the school receives frequent updates and a completion synopsis when the student completes the program.	Academic Support Program	08/14/2013	06/01/2017	\$0	DPP, School Principals, School Counselors, FRYSC Directors, licensed therapists
Ridge Satellite Program	The Erlanger-Elsmere Schools are utilizing the Ridge Satellite Program to assist students that have a dependency to drugs or alcohol. The Ridge offers three programs; Early Intervention, Intensive Outpatient, and Residential Treatment. Students can receive the help they need to battle their dependency and become more focused on school and academics, which will increase their chances of graduating.	Other	08/14/2013	05/31/2014	\$0	DPP, School Principals, School Counselors, FRYSC Directors
Expanded Staff Training For Advanced Placement Courses	The district will secure and provide staff training to increase the number of staff members eligible to teach Advanced Placement Courses	Professional Learning	07/01/2014	06/01/2015	\$10000	Instructional Coordinator, High School Principal
Expansion of Advanced Placement Courses	Expansion of Advanced Placement Course offerings for high school students to include AP Literature, AP US History, AP Environmental Science, AP Physics, and AP Statistics	Direct Instruction	08/11/2014	06/12/2015	\$10000	Instructional Coordinator, High School Principal

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Scholarship Offerings	Any High School; student who has met the prerequisites can enroll in dual credit courses. But beginning with the 2014-2015 school year, students may also earn a dual credit "scholarship from the school. Students who qualify for this scholarship and who earn a final grade of "A" or "B" on a dual credit course will have the tuition for the course paid for by the school (Student's family will still need to purchase any required texts.) In order to qualify, a student must be a senior must also be enrolled in at least one AP course.	Academic Support Program	08/01/2014	06/12/2015	\$10000	Superintendent High School Principal
Advanced Placement Incentives	For the 2014-15, 2015-16 and 2016-17 school years, students participating in Advanced Placement Courses will receive a \$100 cash reward for each score of 3 or higher on the end of year AP tests in Literature, Environmental Science, Physics, and Statistics.	Academic Support Program	08/01/2014	06/09/2017	\$5000	Superintendent, High School Principal
Total					\$579368	

Lindeman Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grant Completion	The district will collaborate with the YMCA and the Boys and Girls Club in completion of the grants as the grants become available.	Academic Support Program	11/01/2012	05/31/2017	\$100000	Assistant Supt. Instructional Coordinator
Training	Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District & School Coordinators and Coaches
Coaching Institute	Selected Team Members will attend the KYCID PBIS Network Coaching Institute	Professional Learning	11/01/2012	05/31/2017	\$0	School and District Teams
Why	All new members of teams will receive 3 hours of "why" PBIS training	Professional Learning	11/01/2012	05/31/2017	\$0	District and School Coordinators
Distict Support	The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.	Other	11/01/2012	05/31/2017	\$0	District Coaches & District Data Point of Contact
Publicity	Share and publicize PBIS Activities, internally and externally	Community Engagement	11/01/2012	05/31/2017	\$0	District Coordinator, and School Coordinators

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Policies	Each PBIS Participating School will continue to review/revise their discipline policies	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School SBDM Teams & School Coaches
SBDM Councils	Participating Schools' SBDM Councils will receive an overview of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Staff Members	All new staff in participating schools will receive PBIS Training	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Substitute Teachers	Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Administrators	New school level administrators at the participating schools will receive training in PBIS.	Professional Learning	11/01/2012	05/31/2017	\$0	District Coach, and Data Contact
Discipline Data	A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Principals, Assistant Principals, Special Education Director
Quarterly Meeting	School PBIS Coaches will meet quarterly with the District PBIS Team.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Coordinator and Coach
Common Areas	Schools will revise expectations for behavior in common areas as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Behavior Rewards	School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Student Needs	School teams will meet monthly to discuss student behavior and determine needs	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams, Principal, and SBDM Council
School Reporting	School teams will report data and successful strategies/interventions and share this information quarterly with the district team	Other	11/01/2012	05/31/2017	\$0	School Team
School Monitoring	School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Team, Principals, DPP, Supt.

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Erlanger-Elsmere Independent

High Referral Rates	Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director
Planning	Plan for PBIS training for the school and district teams in the summer	Other	11/01/2012	05/31/2017	\$0	School and District Teams
Team Meetings	Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach.	Other	11/01/2012	05/31/2017	\$0	School & District Teams
Analysis For Effectivess	The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID	Other	11/01/2012	05/31/2017	\$0	District and School Teams, Supt., DPP
Title I Newsletter	Title 1 Schools will continue to send an English and Spanish newsletter to parents through Home/School Connection and post them on the district website	Community Engagement	11/01/2012	05/31/2017	\$500	Title I Director, Principals
Adopt A Block	In cooperation with Erlanger's Christ Chapel Church, utilize the "Adopt-A-Block" Saturday Community Programs to encompass all 4 elementary school communities	Community Engagement	11/01/2012	05/31/2017	\$0	Principals, Community Volunteers
One-To-One	Expansion of Kentucky's "Vision 2015" initiative - the One-To-One volunteer program in all 4 elementary schools to address literacy by matching students who are struggling with reading to a One-To-One volunteer: One-To-One coordinator, Debbie Onkst will work with Lloyd High School to include utilization of high school students as one-to-one coaches	Direct Instruction	11/01/2012	05/31/2017	\$500	Principals, One-To-One Coaches
Whiz Kids	The "Whiz Kids," a weekly school program sponsored by a community group from the Erlanger Baptist Church and the Erlanger Christian Church will continue to be implemented for students at Lindeman Elementary. (Implementation of the program may be considered at other district schools in the future.) The program focuses on targeted students for tutoring with emphasis in literacy	Tutoring	11/01/2012	05/31/2017	\$0	Principals, Community Volulnteers

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Born Learning	Continue implementation of Toyota's Born Learning Academy at our elementary schools. Born Learning is an innovative public engagement campaign that helps parents, caregivers and communities create quality learning opportunities for young children. The program educates parents on how to teach their child from the ages of 0-5 before they enter school. This is a collaborative effort, involving the schools, Family Resource Centers and Toyota/United Way - Success by 6.	Parent Involvement	11/01/2012	05/31/2017	\$4000	Building Principal, Instructional Coaches, Counselor, Family Resource Center
Truancy Diversion	Erlanger/Elsmere Schools will continue to incorporate an Attendance Improvement Program at the Elementary schools that is similar to the model that Tichenor Middle School and Lloyd High School are using. The program addresses students who have 3 to 6 unexcused absences or who have accumulated more than 10 tardies. A signed letter from the district Director of Pupil Personnel will be sent to the guardians of these students and will be notified of coming to a mandatory meeting at the school. Members of the Truancy Diversion team will meet with the parent and possibly the student to discuss reasons for the truancy and possible solutions to correct the truancy. Resources will be offered and provided when appropriate and attainable	Other	09/09/2012	05/31/2017	\$0	DPP, Principals, FRYSC
Additional Counselor	Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools.	Other	01/02/2013	05/31/2017	\$85000	Superintendent, Principal, Staff from Northern Kentucky University
Kindergarten Supports	Erlanger-Elsmere Schools is committed to providing full-day kindergarten instruction in an effort to provide the supports necessary for kindergarten students to reach proficiency in reading and math by 3rd grade. Based on the BRIGANCE Kindergarten Screener data for our district full-day kindergarten instruction will assist us in closing the gap these students have related to combined proficiency by the 3rd grade as measured by the Unbridled Learning Accountability system. It also targets a population of students that are considered at-risk of dropping out of school if the gaps are not closed.	Direct Instruction	08/14/2013	05/31/2017	\$100000	Superintendent, Assistant Superintendent, Instructional Coordinator, School Principals, and school staff
Intervention - K Students Not Meeting Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year our schools will identify those students that have not met Kindergarten Readiness Standards. Targeted interventions will be provided for each student, based on their individual needs as identified through the BRIGANCE screening data.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff

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Intervention - K Students Exceeding Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year, our schools will identify those students that have exceeded Kindergarten Readiness Standards. Identified as students who are "ready with enrichments," these students will become a part of the "Primary Talent Pool." Instruction will be targeted and offered to meet the individual needs of those students that are entering Kindergarten with abilities that far exceed those of most of their classmates.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff Members
Preschool Programing	To better prepare students for success in Kindergarten, the Erlanger-Elsmere Schools will continue to provide a preschool program for children in the district age three to five who meet eligibility standards - either qualifying due to an identified developmental delay, or by being deemed at-risk due to financial status at or below the 150% of the poverty level. The preschool program is housed at Arnett Elementary, but services the entire district. Work will take place to ensure compliance related to transition from Part C to Part B.	Academic Support Program	08/14/2013	05/31/2014	\$307870	Superintendent, Assistant Superintendent, Preschool Director, Preschool Staff & Specialists
Cradle School	Cradle School is essentially a play date - but one aiming to bridge educational gaps by helping parents understand what their child needs to be prepared for kindergarten. A ten-week session, children will engage in play therapy to help determine developmental levels and needs. For parents, it's an opportunity to learn from a host of professional experts about how to help their child thrive. For example, nurses come to talk about well-child checkups and vaccination; family resource professionals talk about available community services; and librarians highlight the importance of literacy.	Parent Involvement	08/14/2013	05/31/2017	\$0	Preschool Director, preschool teachers and staff members, district health professionals, and family resource centers
Community Resources	The Erlanger-Elsmere School District will fully utilize community resources in facilitating state school readiness goals for all preschool children. The district will actively engage in partnership with the United Way's "Success By 6" initiative and the "Northern Kentucky Action Team." The ultimate outcome is that young children enter school ready to succeed.	Community Engagement	08/06/2007	05/30/2017	\$0	Supt., Assist Supt., Instructional Coordinator, other school and district staff members
Me And My School Program	In order for new kindergarten students to be better prepared for the school year, the "Me and My School" kindergarten readiness program will be offered in the summer at our elementary schools. The program is intended to support children with learning, reading and self-regulating skills in the essence of three goals: ensuring a successful transition for students entering the school setting; identifying and reducing learning gaps related to literacy, numeracy, and language; and supporting academic achievement by supporting the parents and families in the home setting.	Academic Support Program	06/02/2014	08/14/2017	\$10000	Assistant Superintendent; School Principals; NKU; United Way;

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Erlanger-Elsmere Early Childhood Collaborative	The Erlanger-Elsmere Early Childhood Collaborative is designed to bring together various community organizations and resources to focus on the common community goal of ensuring Kindergarten Readiness of all students when they enter kindergarten. The collaborative will involve local daycare centers, Headstart, the Kenton County Library, and Children, Inc.	Community Engagement	01/07/2015	06/01/2017	\$0	Superintendent, Assistant Superintendent, & Affiliated Community Partners
Total					\$607870	

Howell Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grant Completion	The district will collaborate with the YMCA and the Boys and Girls Club in completion of the grants as the grants become available.	Academic Support Program	11/01/2012	05/31/2017	\$100000	Assistant Supt. Instructional Coordinator
Training	Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District & School Coordinators and Coaches
Coaching Institute	Selected Team Members will attend the KYCID PBIS Network Coaching Institute	Professional Learning	11/01/2012	05/31/2017	\$0	School and District Teams
Why	All new members of teams will receive 3 hours of "why" PBIS training	Professional Learning	11/01/2012	05/31/2017	\$0	District and School Coordinators
Distict Support	The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.	Other	11/01/2012	05/31/2017	\$0	District Coaches & District Data Point of Contact
Publicity	Share and publicize PBIS Activities, internally and externally	Community Engagement	11/01/2012	05/31/2017	\$0	District Coordinator, and School Coordinators
Policies	Each PBIS Participating School will continue to review/revise their discipline policies	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School SBDM Teams & School Coaches
SBDM Councils	Participating Schools' SBDM Councils will receive an overview of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Substitutue Teachers	Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals

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New Administrators	New school level administrators at the participating schools will receive training in PBIS.	Professional Learning	11/01/2012	05/31/2017	\$0	District Coach, and Data Contact
Discipline Data	A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Principals, Assistant Principals, Special Education Director
Quarterly Meeting	School PBIS Coaches will meet quarterly with the District PBIS Team.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Coordinator and Coach
Common Areas	Schools will revise expectations for behavior in common areas as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Behavior Rewards	School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Student Needs	School teams will meet monthly to discuss student behavior and determine needs	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams, Principal, and SBDM Council
School Reporting	School teams will report data and successful strategies/interventions and share this information quarterly with the district team	Other	11/01/2012	05/31/2017	\$0	School Team
School Monitoring	School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Team, Principals, DPP, Supt.
High Referral Rates	Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director
Planning	Plan for PBIS training for the school and district teams in the summer	Other	11/01/2012	05/31/2017	\$0	School and District Teams

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Team Meetings	Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach.	Other	11/01/2012	05/31/2017	\$0	School & District Teams
Analysis For Effectivess	The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID	Other	11/01/2012	05/31/2017	\$0	District and School Teams, Supt., DPP
Title I Newsletter	Title 1 Schools will continue to send an English and Spanish newsletter to parents through Home/School Connection and post them on the district website	Community Engagement	11/01/2012	05/31/2017	\$500	Title I Director, Principals
Adopt A Block	In cooperation with Erlanger's Christ Chapel Church, utilize the "Adopt-A-Block" Saturday Community Programs to encompass all 4 elementary school communities	Community Engagement	11/01/2012	05/31/2017	\$0	Principals, Community Volunteers
One-To-One	Expansion of Kentucky's "Vision 2015" initiative - the One-To-One volunteer program in all 4 elementary schools to address literacy by matching students who are struggling with reading to a One-To-One volunteer: One-To-One coordinator, Debbie Onkst will work with Lloyd High School to include utilization of high school students as one-to-one coaches	Direct Instruction	11/01/2012	05/31/2017	\$500	Principals, One-To-One Coaches
Whiz Kids	The "Whiz Kids," a weekly school program sponsored by a community group from the Erlanger Baptist Church and the Erlanger Christian Church will continue to be implemented for students at Lindeman Elementary. (Implementation of the program may be considered at other district schools in the future.) The program focuses on targeted students for tutoring with emphasis in literacy	Tutoring	11/01/2012	05/31/2017	\$0	Principals, Community Volulnteers
Born Learning	Continue implementation of Toyota's Born Learning Academy at our elementary schools. Born Learning is an innovative public engagement campaign that helps parents, caregivers and communities create quality learning opportunities for young children. The program educates parents on how to teach their child from the ages of 0-5 before they enter school. This is a collaborative effort, involving the schools, Family Resource Centers and Toyota/United Way - Success by 6.	Parent Involvement	11/01/2012	05/31/2017	\$4000	Building Principal, Instructional Coaches, Counselor, Family Resource Center

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Truancy Diversion	Erlanger/Elsmere Schools will continue to incorporate an Attendance Improvement Program at the Elementary schools that is similar to the model that Tichenor Middle School and Lloyd High School are using. The program addresses students who have 3 to 6 unexcused absences or who have accumulated more than 10 tardies. A signed letter from the district Director of Pupil Personnel will be sent to the guardians of these students and will be notified of coming to a mandatory meeting at the school. Members of the Truancy Diversion team will meet with the parent and possibly the student to discuss reasons for the truancy and possible solutions to correct the truancy. Resources will be offered and provided when appropriate and attainable	Other	09/09/2012	05/31/2017	\$0	DPP, Principals, FRYSC
Reading Mastery	The READING MASTERY PROGRAM (McGraw Hill) will continue to be utilized at Howell Elementary School as the direct instructional core reading program and intervention in grades K through 2 as a pilot program to build a strong reading foundation for all students. Teacher training and ongoing coaching will be provided through the district's literacy consultant. Additional coaching and monitoring will be coordinated through the school's instructional coach. The program will serve as a pilot for possible consideration in our district's other elementary schools.	Direct Instruction	01/02/2013	05/31/2017	\$25000	NKCES Staff, Principal, Instructional Coach
Additional Counselor	Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools.	Other	01/02/2013	05/31/2017	\$85000	Superintendent, Principal, Staff from Northern Kentucky University
Kindergarten Supports	Erlanger-Elsmere Schools is committed to providing full-day kindergarten instruction in an effort to provide the supports necessary for kindergarten students to reach proficiency in reading and math by 3rd grade. Based on the BRIGANCE Kindergarten Screener data for our district full-day kindergarten instruction will assist us in closing the gap these students have related to combined proficiency by the 3rd grade as measured by the Unbridled Learning Accountability system. It also targets a population of students that are considered at-risk of dropping out of school if the gaps are not closed.	Direct Instruction	08/14/2013	05/31/2017	\$100000	Superintendent, Assistant Superintendent, Instructional Coordinator, School Principals, and school staff
Intervention - K Students Not Meeting Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year our schools will identify those students that have not met Kindergarten Readiness Standards. Targeted interventions will be provided for each student, based on their individual needs as identified through the BRIGANCE screening data.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff

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Intervention - K Students Exceeding Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year, our schools will identify those students that have exceeded Kindergarten Readiness Standards. Identified as students who are "ready with enrichments," these students will become a part of the "Primary Talent Pool." Instruction will be targeted and offered to meet the individual needs of those students that are entering Kindergarten with abilities that far exceed those of most of their classmates.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff Members
Preschool Programing	To better prepare students for success in Kindergarten, the Erlanger-Elsmere Schools will continue to provide a preschool program for children in the district age three to five who meet eligibility standards - either qualifying due to an identified developmental delay, or by being deemed at-risk due to financial status at or below the 150% of the poverty level. The preschool program is housed at Arnett Elementary, but services the entire district. Work will take place to ensure compliance related to transition from Part C to Part B.	Academic Support Program	08/14/2013	05/31/2014	\$307870	Superintendent, Assistant Superintendent, Preschool Director, Preschool Staff & Specialists
Cradle School	Cradle School is essentially a play date - but one aiming to bridge educational gaps by helping parents understand what their child needs to be prepared for kindergarten. A ten-week session, children will engage in play therapy to help determine developmental levels and needs. For parents, it's an opportunity to learn from a host of professional experts about how to help their child thrive. For example, nurses come to talk about well-child checkups and vaccination; family resource professionals talk about available community services; and librarians highlight the importance of literacy.	Parent Involvement	08/14/2013	05/31/2017	\$0	Preschool Director, preschool teachers and staff members, district health professionals, and family resource centers
Community Resources	The Erlanger-Elsmere School District will fully utilize community resources in facilitating state school readiness goals for all preschool children. The district will actively engage in partnership with the United Way's "Success By 6" initiative and the "Northern Kentucky Action Team." The ultimate outcome is that young children enter school ready to succeed.	Community Engagement	08/06/2007	05/30/2017	\$0	Supt., Assist Supt., Instructional Coordinator, other school and district staff members
Me And My School Program	In order for new kindergarten students to be better prepared for the school year, the "Me and My School" kindergarten readiness program will be offered in the summer at our elementary schools. The program is intended to support children with learning, reading and self-regulating skills in the essence of three goals: ensuring a successful transition for students entering the school setting; identifying and reducing learning gaps related to literacy, numeracy, and language; and supporting academic achievement by supporting the parents and families in the home setting.	Academic Support Program	06/02/2014	08/14/2017	\$10000	Assistant Superintendent; School Principals; NKU; United Way;

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Erlanger-Elsmere Early Childhood Collaborative	The Erlanger-Elsmere Early Childhood Collaborative is designed to bring together various community organizations and resources to focus on the common community goal of ensuring Kindergarten Readiness of all students when they enter kindergarten. The collaborative will involve local daycare centers, Headstart, the Kenton County Library, and Children, Inc.	Community Engagement	01/07/2015	06/01/2017	\$0	Superintendent, Assistant Superintendent, & Affiliated Community Partners
Total					\$632870	

Bartlett Educational Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New Staff Members	All new staff in participating schools will receive PBIS Training	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Parent Academies	Parent Academies will continue to be implemented at the Middle School & High School Level specifically featuring informational sessions relating to EXPLORE, PLAN, and ACT Assessments, and their utilization in students' plans, and goal setting relating to college and career readiness.	Parent Involvement	11/01/2012	05/31/2017	\$0	Middle School and High School Principals and Guidance Counselors
College/Career Readiness	Parents of Junior students will be targeted for individual counseling relating to college and career readiness	Parent Involvement	11/01/2012	05/31/2017	\$0	Principal and Guidance Counselors
College Admission Standards	The high school will continue to host a Senior and Junior Parent night for presentation, overview, and guidance relating to college admission standards, application process and FAFSA (Free Application for Federal Student Aid)	Parent Involvement	11/01/2012	05/31/2017	\$0	Principal and Guidance Counselors
Operation Preparation	The High School and Middle School will utilize KDE's organizational framework for Operation Preparation, a joint initiative of KDE and the Office of Workforce Development. A community-based volunteer advising program that provides a powerful opportunity for schools, students, parents and communities to collaborate in the college- and career-planning and advising process	Community Engagement	11/01/2012	05/31/2017	\$0	Instructional Coordinator, Principals
Credit Recovery	Identification of at risk students and the use of the Edmentum (Plato) computer program in a learning lab throughout the school day, at a summer school program, and in an alternative school setting (Bartlett Education Center) and outside the school setting through performance based courses for credit recovery.	Academic Support Program	08/17/2011	06/30/2017	\$10000	John Riehemann, Mac Cooley, Don Fuller, Chris Klosinski, Shawn Lehman, Ali Lonnemann

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Transitional Courses	High school transitional courses in Mathematics and Reading will continue to be made available to all high school students who score below college readiness benchmarks on the ACT assessment as an intervention program	Academic Support Program	11/01/2012	05/31/2015	\$0	Principal and designees
ILP Utilization	Our middle school and high school will undergo expansion and increased utilization of the Individual Learning Plan (ILP) to help our students prepare for their future as they move through high school and beyond.	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	Middle School and High School Principals and Counselors
College & Post High School Promotion	<p>The high school will continue to closely monitor data related to transition from high school (graduation/drop-out/successful transition rates, etc.) for all students, including those in specific target-gap groups, such as students with disabilities, and will initiate the following strategies in helping to support students' selection of college or trade schools to ensure smooth transitions through the college and career planning process:</p> <ol style="list-style-type: none"> 1. On site college visits including representatives from 20 to 25 colleges 2. Target all senior students for specific guidance and counseling regarding college admission standards, application process, and FAFSA (Free Application For Federal Student Aid) 3. Promote and facilitate student attendance at the "Come See For Yourself" minority recruitment initiative at the University of Kentucky 4. Promote & facilitate Northern Kentucky Regional College Fair 5. Promote & facilitate the National College Fair - Cincinnati, Ohio 6. STEM Days 	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	High School Principals and Counselors
Frameworks, Guidance, Supports	<p>The district, with specific focus at the middle school and high school, will continue to utilize frameworks, guidance and supports provided by KDE in promoting College & Career Readiness:</p> <ol style="list-style-type: none"> 1. Persistence To Graduation Tool 2. Advising Tool Kit Program Framework 3. Operation Preparation 	Career Preparation/Orientation	11/01/2012	05/31/2015	\$0	Middle and High School Principals and Counselors
Opportunities	The Bartlett Educational Center will continue to be utilized to provide opportunities for students who are two years behind in their cohort and for which the traditional model of school has not proved successful - this will be accomplished by utilizing a web based program called Edmentum (Plato) and supplemental materials deemed instructionally appropriate for the credit being earned. Funds allocated to the district from SB 97 Raising the Compulsory Attendance Age will be utilized.	Other	11/01/2012	05/31/2017	\$282500	DPP, High School Principal, Middle School Principal and Principal - Bartlett Educational Center

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High School Diploma	The Bartlett Educational Center will continue to allow students an opportunity to earn a high school diploma that meets or exceeds the state required minimum of credits needed to obtain a high school diploma in Kentucky	Policy and Process	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Principals, Health Center Staff, SRO's
P.A.S.S.	The Bartlett Education Center will continue to serve as a host to an in-school suspension program (PASS: Positive Alternative to School Suspension) to continue to assist in the reduction of the number of out-of-school suspensions and to provide additional behavioral interventions and supports	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Central Office Staff, Counselor, Principals, FRYSC
Additional Strategies & Activities	Additional strategies and activities relating to the improvement of Graduation Rates may be found under this goal: "The Erlanger-Elsmere School District will meet its state goal relating to the percentage of students that are college and career ready by the spring of 2015."	Other	11/01/2012	05/31/2017	\$0	District & School Level Admin.
Additional Counselor	Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools.	Other	01/02/2013	05/31/2017	\$85000	Superintendent, Principal, Staff from Northern Kentucky University
Expanded Staff Training For Advanced Placement Courses	The district will secure and provide staff training to increase the number of staff members eligible to teach Advanced Placement Courses	Professional Learning	07/01/2014	06/01/2015	\$10000	Instructional Coordinator, High School Principal
Expansion of Advanced Placement Courses	Expansion of Advanced Placement Course offerings for high school students to include AP Literature, AP US History, AP Environmental Science, AP Physics, and AP Statistics	Direct Instruction	08/11/2014	06/12/2015	\$10000	Instructional Coordinator, High School Principal
Scholarship Offerings	Any High School; student who has met the prerequisites can enroll in dual credit courses. But beginning with the 2014-2015 school year, students may also earn a dual credit "scholarship from the school. Students who qualify for this scholarship and who earn a final grade of "A" or "B" on a dual credit course will have the tuition for the course paid for by the school (Student's family will still need to purchase any required texts.) In order to qualify, a student must be a senior must also be enrolled in at least one AP course.	Academic Support Program	08/01/2014	06/12/2015	\$10000	Superintendent, High School Principal
Advanced Placement Incentives	For the 2014-15, 2015-16 and 2016-17 school years, students participating in Advanced Placement Courses will receive a \$100 cash reward for each score of 3 or higher on the end of year AP tests in Literature, Environmental Science, Physics, and Statistics.	Academic Support Program	08/01/2014	06/09/2017	\$5000	Superintendent, High School Principal
Total					\$412500	

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Arnett Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training	Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	District & School Coordinators and Coaches
Coaching Institute	Selected Team Members will attend the KYCID PBIS Network Coaching Institute	Professional Learning	11/01/2012	05/31/2017	\$0	School and District Teams
Why	All new members of teams will receive 3 hours of "why" PBIS training	Professional Learning	11/01/2012	05/31/2017	\$0	District and School Coordinators
Distict Support	The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.	Other	11/01/2012	05/31/2017	\$0	District Coaches & District Data Point of Contact
Publicity	Share and publicize PBIS Activities, internally and externally	Community Engagement	11/01/2012	05/31/2017	\$0	District Coordinator, and School Coordinators
Policies	Each PBIS Participating School will continue to review/revise their discipline policies	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School SBDM Teams & School Coaches
SBDM Councils	Participating Schools' SBDM Councils will receive an overview of PBIS	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Staff Members	All new staff in participating schools will receive PBIS Training	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
Substutue Teachers	Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting	Professional Learning	11/01/2012	05/31/2017	\$0	School Coaches, Principals
New Administrators	New school level administrators at the participating schools will receive training in PBIS.	Professional Learning	11/01/2012	05/31/2017	\$0	District Coach, and Data Contact
Discipline Data	A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	DPP, Principals, Assistant Principals, Special Education Director

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Quarterly Meeting	School PBIS Coaches will meet quarterly with the District PBIS Team.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Coordinator and Coach
Common Areas	Schools will revise expectations for behavior in common areas as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Behavior Rewards	School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams and SBDM Councils
Student Needs	School teams will meet monthly to discuss student behavior and determine needs	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Teams, Principal, and SBDM Council
School Reporting	School teams will report data and successful strategies/interventions and share this information quarterly with the district team	Other	11/01/2012	05/31/2017	\$0	School Team
School Monitoring	School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	School Team, Principals, DPP, Supt.
High Referral Rates	Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director
Planning	Plan for PBIS training for the school and district teams in the summer	Other	11/01/2012	05/31/2017	\$0	School and District Teams
Team Meetings	Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach.	Other	11/01/2012	05/31/2017	\$0	School & District Teams
Analysis For Effectiveness	The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID	Other	11/01/2012	05/31/2017	\$0	District and School Teams, Supt., DPP

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Title I Newsletter	Title 1 Schools will continue to send an English and Spanish newsletter to parents through Home/School Connection and post them on the district website	Community Engagement	11/01/2012	05/31/2017	\$500	Title I Director, Principals
Adopt A Block	In cooperation with Erlanger's Christ Chapel Church, utilize the "Adopt-A-Block" Saturday Community Programs to encompass all 4 elementary school communities	Community Engagement	11/01/2012	05/31/2017	\$0	Principals, Community Volunteers
One-To-One	Expansion of Kentucky's "Vision 2015" initiative - the One-To-One volunteer program in all 4 elementary schools to address literacy by matching students who are struggling with reading to a One-To-One volunteer: One-To-One coordinator, Debbie Onkst will work with Lloyd High School to include utilization of high school students as one-to-one coaches	Direct Instruction	11/01/2012	05/31/2017	\$500	Principals, One-To-One Coaches
Whiz Kids	The "Whiz Kids," a weekly school program sponsored by a community group from the Erlanger Baptist Church and the Erlanger Christian Church will continue to be implemented for students at Lindeman Elementary. (Implementation of the program may be considered at other district schools in the future.) The program focuses on targeted students for tutoring with emphasis in literacy	Tutoring	11/01/2012	05/31/2017	\$0	Principals, Community Volunteers
Born Learning	Continue implementation of Toyota's Born Learning Academy at our elementary schools. Born Learning is an innovative public engagement campaign that helps parents, caregivers and communities create quality learning opportunities for young children. The program educates parents on how to teach their child from the ages of 0-5 before they enter school. This is a collaborative effort, involving the schools, Family Resource Centers and Toyota/United Way - Success by 6.	Parent Involvement	11/01/2012	05/31/2017	\$4000	Building Principal, Instructional Coaches, Counselor, Family Resource Center
Truancy Diversion	Erlanger/Elsmere Schools will continue to incorporate an Attendance Improvement Program at the Elementary schools that is similar to the model that Tichenor Middle School and Lloyd High School are using. The program addresses students who have 3 to 6 unexcused absences or who have accumulated more than 10 tardies. A signed letter from the district Director of Pupil Personnel will be sent to the guardians of these students and will be notified of coming to a mandatory meeting at the school. Members of the Truancy Diversion team will meet with the parent and possibly the student to discuss reasons for the truancy and possible solutions to correct the truancy. Resources will be offered and provided when appropriate and attainable	Other	09/09/2012	05/31/2017	\$0	DPP, Principals, FRYSC
Additional Counselor	Utilizing grant funding, an additional counselor will be placed at Tichenor with plans for additional counselors at elementary schools.	Other	01/02/2013	05/31/2017	\$85000	Superintendent, Principal, Staff from Northern Kentucky University

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Kindergarten Supports	Erlanger-Elsmere Schools is committed to providing full-day kindergarten instruction in an effort to provide the supports necessary for kindergarten students to reach proficiency in reading and math by 3rd grade. Based on the BRIGANCE Kindergarten Screener data for our district full-day kindergarten instruction will assist us in closing the gap these students have related to combined proficiency by the 3rd grade as measured by the Unbridled Learning Accountability system. It also targets a population of students that are considered at-risk of dropping out of school if the gaps are not closed.	Direct Instruction	08/14/2013	05/31/2017	\$100000	Superintendent, Assistant Superintendent, Instructional Coordinator, School Principals, and school staff
Intervention - K Students Not Meeting Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year our schools will identify those students that have not met Kindergarten Readiness Standards. Targeted interventions will be provided for each student, based on their individual needs as identified through the BRIGANCE screening data.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff
Intervention - K Students Exceeding Readiness Standards	Utilizing BRIGANCE Kindergarten Screening data and results, at the beginning of each year, our schools will identify those students that have exceeded Kindergarten Readiness Standards. Identified as students who are "ready with enrichments," these students will become a part of the "Primary Talent Pool." Instruction will be targeted and offered to meet the individual needs of those students that are entering Kindergarten with abilities that far exceed those of most of their classmates.	Academic Support Program	08/14/2013	05/31/2017	\$0	Primary Teachers and Instructional Staff Members
Preschool Programing	To better prepare students for success in Kindergarten, the Erlanger-Elsmere Schools will continue to provide a preschool program for children in the district age three to five who meet eligibility standards - either qualifying due to an identified developmental delay, or by being deemed at-risk due to financial status at or below the 150% of the poverty level. The preschool program is housed at Arnett Elementary, but services the entire district. Work will take place to ensure compliance related to transition from Part C to Part B.	Academic Support Program	08/14/2013	05/31/2014	\$307870	Superintendent, Assistant Superintendent, Preschool Director, Preschool Staff & Specialists
Cradle School	Cradle School is essentially a play date - but one aiming to bridge educational gaps by helping parents understand what their child needs to be prepared for kindergarten. A ten-week session, children will engage in play therapy to help determine developmental levels and needs. For parents, it's an opportunity to learn from a host of professional experts about how to help their child thrive. For example, nurses come to talk about well-child checkups and vaccination; family resource professionals talk about available community services; and librarians highlight the importance of literacy.	Parent Involvement	08/14/2013	05/31/2017	\$0	Preschool Director, preschool teachers and staff members, district health professionals, and family resource centers

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Community Resources	The Erlanger-Elsmere School District will fully utilize community resources in facilitating state school readiness goals for all preschool children. The district will actively engage in partnership with the United Way's "Success By 6" initiative and the "Northern Kentucky Action Team." The ultimate outcome is that young children enter school ready to succeed.	Community Engagement	08/06/2007	05/30/2017	\$0	Supt., Assist Supt., Instructional Coordinator, other school and district staff members
Me And My School Program	In order for new kindergarten students to be better prepared for the school year, the "Me and My School" kindergarten readiness program will be offered in the summer at our elementary schools. The program is intended to support children with learning, reading and self-regulating skills in the essence of three goals: ensuring a successful transition for students entering the school setting; identifying and reducing learning gaps related to literacy, numeracy, and language; and supporting academic achievement by supporting the parents and families in the home setting.	Academic Support Program	06/02/2014	08/14/2017	\$10000	Assistant Superintendent; School Principals; NKU; United Way;
Erlanger-Elsmere Early Childhood Collaborative	The Erlanger-Elsmere Early Childhood Collaborative is designed to bring together various community organizations and resources to focus on the common community goal of ensuring Kindergarten Readiness of all students when they enter kindergarten. The collaborative will involve local daycare centers, Headstart, the Kenton County Library, and Children, Inc.	Community Engagement	01/07/2015	06/01/2017	\$0	Superintendent, Assistant Superintendent, & Affiliated Community Partners
Total					\$507870	

KDE Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

DATA UTILIZATION AND GUIDING QUESTIONS

In the Erlanger-Elsmere School District, district staff, school SBDM Councils, along with the school and district Comprehensive Planning Committee(s), served as the planning and assessment teams. Data analyzed for the needs assessment included, but was not limited to, Next Generation Learners Data, Next-Generation Instructional Programs and Support Data, School Report Card Delivery Targets from the "Unbridled Learning" model, ACCESS Results, BRIGANCE, ACT, QualityCore, ACT Compass, Explore, Plan, MAP, STAR, AIMSweb, Fast ForWord, Accelerated Math, Accelerated Reader, Discipline Data, Suspension Data, Expulsion Data, Attendance Data, Kentucky Comprehensive Monitoring Program (KCMP) data, ESS Reports, Kentucky TELL Survey, Gallup Poll Student Surveys, Title I Parent Surveys, as well as other formative and summative assessment information. Other staff, parent, and student surveys are also conducted periodically.

The Kentucky Standards and Indicators for District Improvement are continually used to align our Needs Assessment Process and our Data Analysis. We utilize our existing data from sources such as those outlined above. As noted in our executive summary, the questions presented below are, and will continue to be, our guiding questions:

1. Are our students achieving in reading, math, science, social studies and writing? If not, why not - and what can we do to improve?
2. Are we helping our students grow in academic prowess year after year compared to their peers in other districts? If not, why not - and what can we do to improve?
3. Are we closing any achievement gap that might exist for students who are ethnic minorities, live in poverty, have limited English proficiency or require special education? If not, why not - and what can we do to improve?
4. Are we preparing our students to be ready for college and careers? If not, why not - and what can we do to improve?
5. Are we graduating students on time? If not, why not - and what can we do to improve?

WHAT DOES DATA TELL US AND NOT TELL US?

Utilization of the multitudes of existing data provides ready answers to many of the questions above. However, less clear are the possible solutions and actions necessary that will ensure instructional improvement, thus impacting student growth and performance. The "if not, why not - and what can we do to improve?" component is the most difficult piece in the District and School Improvement Process. This is our greatest challenge in developing an effective Comprehensive District or School Improvement Plan. Our overall goal is to address the targeted areas of improvement with strategies and actions that are research based, and proven to have a positive impact on the performance of our students.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

As noted previously, multiple data sources were utilized in developing the strategies and actions that are the backbone of our CDIP. However, because specific goals are based on data provided through the district and school report cards, the primary focus of the data below relies on "Unbridled Learning" data.

A review of 2012 assessment data for the Erlanger-Elsmere School District reveals the following strengths and causes to celebrate:

UNBRIDLED LEARNING ACHIEVEMENT DATA 2012

- Schools equal to or exceeding state average in READING: Arnett, Miles, Lloyd
- Schools equal to or exceeding state average in MATHEMATICS: Arnett, Lindeman, Miles
- Schools equal to or exceeding state average in SCIENCE: Miles
- Schools equal to or exceeding state average in SOCIAL STUDIES: Arnett, Howell, Lloyd
- Schools equal to or exceeding state average in WRITING: Arnett, Miles, Lloyd
- Schools equal to or exceeding state average in LANGUAGE MECHANICS: Arnett, Howell, Miles
- Schools equal to or exceeding state average in OVERALL ACHIEVEMENT: Arnett, Miles, Lloyd
- Schools equal to or exceeding state average in NON-DUPLICATED GAP CALCULATIONS: Arnett, Howell, Lindeman, Miles, Lloyd
- Schools equal to or exceeding state average in GROWTH CALCULATIONS: Arnett, Howell, Lindeman, Miles, Lloyd
- Schools equal to or exceeding state average in COLLEGE-CAREER READINESS: None
- Schools equal to or exceeding state average in GRADUATION RATE: None
- School equal to or exceeding state average in overall NEXT GENERATION LEARNING SCORES: Arnett, Lindeman, Miles
- Three schools placed above the 70th percentile in GROWTH CALCULATIONS: Arnett (78.15); Miles (74.97); and Lloyd (83.48)
- One school placed above the 80th percentile in GROWTH CALCULATIONS: Lloyd (83.48)
- Overall, one school was designated as a "PROFICIENT SCHOOL": Arnett

A review of 2013 assessment data for the Erlanger-Elsmere School District reveals the following strengths and causes to celebrate:

UNBRIDLED LEARNING ACHIEVEMENT DATA 2013

- Schools equal to or exceeding state average in READING: Arnett, Miles, Lloyd
- Schools equal to or exceeding state average in MATHEMATICS: Arnett, Miles
- Schools equal to or exceeding state average in SCIENCE: Miles
- Schools equal to or exceeding state average in SOCIAL STUDIES: Miles
- Schools equal to or exceeding state average in WRITING: Arnett, Howell, Lindeman, Lloyd
- Schools equal to or exceeding state average in LANGUAGE MECHANICS: Arnett, Howell, Miles
- Schools equal to or exceeding state average in OVERALL ACHIEVEMENT: Miles
- Schools equal to or exceeding state average in NON-DUPLICATED GAP CALCULATIONS: Arnett, Howell, Miles, Lloyd
- Schools equal to or exceeding state average in GROWTH CALCULATIONS: Arnett, Howell, Miles, Lloyd
- Schools equal to or exceeding state average in COLLEGE-CAREER READINESS: Lloyd

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- Schools equal to or exceeding state average in GRADUATION RATE: Lloyd
- The following schools showed improvement as compared to their 2012 scores in READING: Arnett, Tichenor
- The following schools showed improvement as compared to their 2012 scores in MATHEMATICS: Arnett, Tichenor
- The following schools showed improvement as compared to their 2012 scores in SCIENCE: Howell, Tichenor, Lloyd
- The following schools showed improvement as compared to their 2012 scores in SOCIAL STUDIES: Miles, Tichenor
- The following schools showed improvement as compared to their 2012 scores in WRITING: Arnett, Howell, Lindeman, Tichenor, Lloyd
- The following schools showed improvement as compared to their 2012 scores in LANGUAGE MECHANICS: Howell, Miles, Tichenor
- The following schools showed improvement as compared to their 2012 scores in OVERALL ACHIEVEMENT: Tichenor, Lloyd
- The following schools showed improvement as compared to their 2012 scores in NON-DUPLICATED GAP CALCULATIONS: Howell, Miles, Tichenor, Lloyd
- The following schools showed improvement as compared to their 2012 scores GROWTH CALCULATIONS: Tichenor, Lloyd
- The following schools showed improvement as compared to their 2012 scores COLLEGE-CAREER READINESS: Tichenor, Lloyd
- The following schools showed improvement as compared to their 2012 scores in their GRADUATION RATE: Lloyd
- The following schools showed improvement as compared to their 2012 overall NEXT GENERATION LEARNING SCORES: Tichenor, Lloyd
- Two schools met their Annual Measurable Objective (AMO): Tichenor and Lloyd
- The Erlanger-Elsmere School District showed improvement as compared to its 2012 overall NEXT GENERATION LEARNING SCORE and met its Annual Measurable Objective (AMO)
- Lloyd Memorial High School was designated as a "DISTINGUISHED SCHOOL"
- Tichenor Middle School was designated as a "PROGRESSING SCHOOL" and a "HIGH PROGRESS SCHOOL"
- The Erlanger-Elsmere School District was designated as a "PROGRESSING DISTRICT"

A review of 2014 assessment data for the Erlanger-Elsmere School District reveals the following strengths and causes to celebrate:

NEXT GENERATION LEARNERS 2014

- Schools equal to or exceeding state average in READING: Arnett, Miles
- Schools equal to or exceeding state average in MATHEMATICS: Arnett
- Schools equal to or exceeding state average in SCIENCE: Arnett, Miles
- Schools equal to or exceeding state average in SOCIAL STUDIES: Miles
- Schools equal to or exceeding state average in WRITING: Arnett, Lindeman, Lloyd
- Schools equal to or exceeding state average in LANGUAGE MECHANICS: Arnett, Miles
- Schools equal to or exceeding state average in OVERALL ACHIEVEMENT: Arnett, Miles
- Schools equal to or exceeding state average in NON-DUPLICATED GAP CALCULATIONS: Arnett, Lindeman, Miles
- Schools equal to or exceeding state average in GROWTH CALCULATIONS: Lindeman, Lloyd
- Schools equal to or exceeding state average in COLLEGE-CAREER READINESS: Lloyd
- Schools equal to or exceeding state average in GRADUATION RATE: Lloyd
- The following schools showed improvement as compared to their 2013 scores in READING: Arnett, Lindeman, Tichenor
- The following schools showed improvement as compared to their 2013 scores in MATHEMATICS: Arnett, Lindeman, Miles, Tichenor
- The following schools showed improvement as compared to their 2013 scores in SCIENCE: Arnett, Lindeman, Tichenor,
- The following schools showed improvement as compared to their 2013 scores in SOCIAL STUDIES: Arnett, Lindeman, Tichenor, Lloyd
- The following schools showed improvement as compared to their 2013 scores in WRITING: Lindeman, Miles
- The following schools showed improvement as compared to their 2013 scores in LANGUAGE MECHANICS: Arnett, Lindeman, Lloyd
- The following schools showed improvement as compared to their 2013 scores in OVERALL ACHIEVEMENT: Arnett, Lindeman, Tichenor

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- The following schools showed improvement as compared to their 2013 scores in NON-DUPLICATED GAP CALCULATIONS: Arnett, Lindeman, Miles,
- The following schools showed improvement as compared to their 2013 scores GROWTH CALCULATIONS: Lindeman
- The following schools showed improvement as compared to their 2013 scores COLLEGE-CAREER READINESS: Tichenor, Lloyd
- The following schools showed improvement as compared to their 2013 scores in their GRADUATION RATE: Lloyd
- Arnett Elementary met designated delivery targets in READING
- Arnett Elementary and Tichenor Middle School met designated delivery targets in SCIENCE
- Lindeman Elementary met designated delivery targets in WRITING
- Lloyd Memorial High School met designated delivery targets in COLLEGE-CAREER READINESS, with Lloyd "Topping Out," having the highest score possible
- Lloyd Memorial High School met designated delivery targets in GRADUATION RATES

NEXT GENERATION INSTRUCTIONAL PROGRAMS & SUPPORT 2014

- Arnett Elementary, Howell Elementary, Lindeman Elementary, Miles Elementary, Tichenor Middle School, and Lloyd Memorial High School "Topped Out" in overall Program Review Scores

OVERALL UNBRIDLED LEARNING DATA 2014

- The following schools showed improvement as compared to their 2013 OVERALL UNBRIDLED LEARNING Scores (Percentiles): Arnett, Lindeman, Tichenor, Lloyd
- The Erlanger-Elsmere School District showed improvement as compared to its 2013 OVERALL UNBRIDLED LEARNING Score (Percentile)
- Four schools met their Annual Measurable Objective (AMO): Arnett, Lindeman, Tichenor and Lloyd
- The Erlanger-Elsmere School District met its Annual Measurable Objective (AMO)
- Arnett Elementary and Lloyd Memorial High School were designated as "PROFICIENT" Schools
- Arnett Elementary, Lindeman Elementary, Tichenor Middle School, and Lloyd High School were designated as "PROGRESSING" Schools

BRIGANCE DATA

The results of our BRIGANCE assessment/screening for incoming Kindergarten Students for the 2012-13, 2013-14, and 2014-15 school years have shown steady growth over three years with the following percentages of students indicating "Kindergarten Readiness": 2012-13 School Year: 18.75%; 2013-14 School Year: 35.9%; 2014-15 School year: 37%.

TELL SURVEY DATA

In 2011 and 2013, our district's TELL Survey Data and other survey data was positive in terms of working conditions. The Erlanger-Elsmere Schools had one of the largest percentages of participation in 2011, and obtained a 100% participation rate in 2013. Additionally, as a result of the survey, Arnett Elementary School was recognized in 2011 and 2013 as one of the top schools in Kentucky. In 2013 Arnett was the only elementary school in Northern Kentucky on the top-tier list, and one of only two schools in Northern Kentucky that made the list. Kentucky Commissioner of Education Terry Holliday made the announcement after a five-phase review process that resulted in the selection of 49 exemplary schools across the state. Of 87 survey questions addressed in the 2013 survey, 75 of those questions were answered more favorably in the Erlanger-Elsmere School District than the average favorable rating in school districts across the state.

SUSTAINABILITY

In sustaining our areas of strength, our CDIP goals, strategies, and actions will continue to address curriculum alignment and evaluation of assessment strategies, as we continuously monitor and modify instruction to meet student needs and support proficient student work; provide professional development to address the goals of the plan; include parental communication and involvement; include attendance improvement and dropout prevention; and include technical assistance in areas where needed.

Our plan goals, strategies, and actions will continue to focus on research based strategies; will be rigorous; will be aligned with Kentucky Core Academic Standards; will be based on student needs; will allow us to use data to inform evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work; includes activities to target the underperforming areas of achievement, gap, growth, college, and career readiness or graduation rate; has activities to target demonstrators of weakness in program reviews; has activities to target areas of need identified in teacher and leader effectiveness measures; targets school safety, discipline strategies, and other non-academic factors that impact student achievement (social, emotional, health needs); focuses on design of school day, week, or year to include additional time for student learning and teacher collaboration; and offers specific strategies to address gaps in achievement and graduation rates between the highest achieving student performance groups and lowest achieving student performance groups.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

As previously noted, multiple data sources were utilized in developing the strategies and actions that are the backbone of our CDIP. However, because specific goals and delivery targets are based on data provided through the district and school report cards, the primary focus of the data below relies on "Unbridled Learning" data.

A review of 2012 assessment data for the Erlanger-Elsmere School District reveals the following areas of concern - presenting varied opportunities for improvement:

UNBRIDLED LEARNING ACHIEVEMENT DATA 2012

- Schools falling below the state average in READING: Howell, Lindeman, Tichenor
- Schools falling below the state average in MATHEMATICS: Howell, Tichenor, Lloyd
- Schools falling below the state average in SCIENCE: Arnett, Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in SOCIAL STUDIES: Lindeman, Miles, Tichenor
- Schools falling below the state average in WRITING: Howell, Lindeman, Tichenor
- Schools falling below the state average in LANGUAGE MECHANICS: Lindeman, Tichenor, Lloyd
- Schools falling below the state average in OVERALL ACHIEVEMENT: Howell, Lindeman, Tichenor
- Schools falling below the state average in NON-DUPLICATED GAP CALCULATIONS: Tichenor
- Schools falling below the state average in GROWTH CALCULATIONS: Tichenor
- Schools falling below the state average in COLLEGE-CAREER READINESS CALCULATIONS: Tichenor, Lloyd
- Schools falling below the state average in GRADUATION RATE CALCULATIONS: Lloyd
- Schools falling below the state average in overall NEXT GENERATION LEARNING SCORES: Howell, Tichenor, Lloyd
- The Erlanger-Elsmere School District fell below the state average in overall NEXT GENERATION LEARNING SCORES
- Schools designated as a "Needs Improvement School": Howell, Lindeman, Miles, Tichenor, Lloyd
- The Erlanger-Elsmere School District was designated as a "Needs Improvement District"
- Schools designated as a "Focus School": Tichenor (Students with Disabilities in Reading) Tichenor Middle School was identified as a Focus School with the Student Gap Group Score in the lowest 10 percent in the state. Students with learning disabilities in reading at Tichenor are underperforming as their score is in the third standard deviation below the state mean.

A review of 2013 assessment data for the Erlanger-Elsmere School District reveals the following areas of concern - presenting varied opportunities for improvement:

UNBRIDLED LEARNING ACHIEVEMENT DATA 2013

- Schools falling below the state average in READING: Howell, Lindeman, Tichenor
- Schools falling below the state average in MATHEMATICS: Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in SCIENCE: Arnett, Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in SOCIAL STUDIES: Arnett, Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in WRITING: Miles, Tichenor
- Schools falling below the state average in LANGUAGE MECHANICS: Lindeman, Tichenor, Lloyd

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- Schools falling below the state average in OVERALL ACHIEVEMENT: Arnett, Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in NON-DUPLICATED GAP CALCULATIONS: Lindeman, Tichenor
- Schools falling below the state average in GROWTH CALCULATIONS: Lindeman, Tichenor
- Schools falling below the state average in COLLEGE-CAREER READINESS CALCULATIONS: Tichenor
- Schools falling below the state average in GRADUATION RATE CALCULATIONS: None
- Schools falling below the state average in overall NEXT GENERATION LEARNING SCORES: Howell, Lindeman, Tichenor
- The Erlanger-Elsmere School District fell below the state average in overall NEXT GENERATION LEARNING SCORES
- The following schools demonstrated decline as compared to their 2012 scores in READING: Howell, Lindeman, Miles, Lloyd
- The following schools demonstrated decline as compared to their 2012 scores in MATHEMATICS: Howell, Lindeman, Miles, Lloyd
- The following schools demonstrated decline as compared to their 2012 scores in SCIENCE: Arnett, Lindeman
- The following schools demonstrated decline as compared to their 2012 scores in SOCIAL STUDIES: Arnett, Howell, Lindeman, Lloyd
- The following schools demonstrated decline as compared to their 2012 scores in WRITING: Miles
- The following schools demonstrated decline as compared to their 2012 scores in LANGUAGE MECHANICS: Arnett, Lindeman, Lloyd
- The following schools demonstrated decline as compared to their 2012 scores in OVERALL ACHIEVEMENT: Arnett, Howell, Lindeman
- The following schools demonstrated decline as compared to their 2012 scores in NON-DUPLICATED GAP CALCULATIONS: Arnett, Lindeman
- The following schools demonstrated decline as compared to their 2012 scores GROWTH CALCULATIONS: Arnett, Howell, Lindeman, Miles
- The following schools demonstrated decline as compared to their 2012 scores COLLEGE-CAREER READINESS: None
- The following schools demonstrated decline as compared to their 2012 scores in their GRADUATION RATE: None
- The following schools demonstrated decline as compared to their 2012 overall NEXT GENERATION LEARNING SCORES: Arnett, Howell, Lindeman, Miles
- The following schools did not met their Annual Measurable Objective (AMO): Arnett, Howell, Lindeman, Miles
- Schools designated as a "Needs Improvement School": Arnett, Howell, Lindeman, Miles, Tichenor
- The Erlanger-Elsmere School District was designated as a "Needs Improvement District"
- Tichenor Middle School's designation as a "Focus School" was "carried over" from 2012 state testing results. While the 2013 results did not designate such a categorization, once a school is identified as a "Focus School," the school remains in that category for 2 years. Tichenor's "Focus School" designation in 2012 tied to the reading scores, most specifically the scores of students with disabilities. This Student Gap Group Score placed them in the lowest 10 percent in the state. Students with learning disabilities in reading at Tichenor are underperforming as their score is in the third standard deviation below the state mean.

A review of 2014 assessment data for the Erlanger-Elsmere School District reveals the following areas of concern - presenting varied opportunities for improvement:

NEXT GENERATION LEARNERS 2014

- Schools falling below the state average in READING: Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in MATHEMATICS: Howell, Lindeman, Miles, Tichenor, Lloyd
- Schools falling below the state average in SCIENCE: Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in SOCIAL STUDIES: Arnett, Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in WRITING: Howell, Miles, Tichenor
- Schools falling below the state average in LANGUAGE MECHANICS: Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in OVERALL ACHIEVEMENT: Howell, Lindeman, Tichenor, Lloyd
- Schools falling below the state average in NON-DUPLICATED GAP CALCULATIONS: Howell, Tichenor, Lloyd

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- Schools falling below the state average in GROWTH CALCULATIONS: Arnett, Howell, Miles, Tichenor
- Schools falling below the state average in COLLEGE-CAREER READINESS CALCULATIONS: Tichenor
- Schools falling below the state average in GRADUATION RATE CALCULATIONS: None
- The following schools demonstrated decline as compared to their 2013 scores in READING: Howell, Miles, Lloyd
- The following schools demonstrated decline as compared to their 2013 scores in MATHEMATICS: Howell, Lloyd
- The following schools demonstrated decline as compared to their 2013 scores in SCIENCE: Howell, Miles, Lloyd
- The following schools demonstrated decline as compared to their 2013 scores in SOCIAL STUDIES: Howell, Miles
- The following schools demonstrated decline as compared to their 2013 scores in WRITING: Arnett, Howell, Tichenor, Lloyd
- The following schools demonstrated decline as compared to their 2013 scores in LANGUAGE MECHANICS: Howell, Miles, Tichenor
- The following schools demonstrated decline as compared to their 2013 scores in OVERALL ACHIEVEMENT: Howell, Miles, Lloyd
- The following schools demonstrated decline as compared to their 2013 scores in NON-DUPLICATED GAP CALCULATIONS: Howell, Tichenor, Lloyd
- The following schools demonstrated decline as compared to their 2013 scores GROWTH CALCULATIONS: Arnett, Howell, Miles, Tichenor, Lloyd
- The following schools demonstrated decline as compared to their 2013 scores COLLEGE-CAREER READINESS: None
- The following schools demonstrated decline as compared to their 2013 scores in their GRADUATION RATE: None
- The following schools did not meet designated delivery targets in Reading: Howell, Lindeman, Miles, Tichenor Lloyd
- The following schools did not meet designated delivery targets in Mathematics: Arnett, Howell, Lindeman, Miles, Tichenor, Lloyd
- The following schools did not meet designated delivery targets in Science: Howell, Lindeman, Miles, Lloyd
- The following schools did not meet designated delivery targets in Social Studies: Arnett, Howell, Lindeman, Miles, Tichenor, Lloyd
- The following schools did not meet designated delivery targets in Writing: Arnett, Howell, Miles, Tichenor, Lloyd
- The Erlanger-Elsmere Schools did not meet any of their delivery targets

NEXT GENERATION INSTRUCTIONAL PROGRAMS & SUPPORT 2014

- Howell Elementary scored "Needs Improvement" on the Writing Program Review

OVERALL UNBRIDLED LEARNING DATA 2014

- The following schools showed decline as compared to their 2013 OVERALL UNBRIDLED LEARNING scores (Percentiles): Howell, Miles
- The Erlanger-Elsmere School District is below the state average in the OVERALL UNBRIDLED LEARNING scores (Percentiles)
- The following schools did not meet their Annual Measurable Objective (AMO): Howell, Miles
- Schools designated as a "Needs Improvement School": Howell, Lindeman, Miles, Tichenor
- The Erlanger-Elsmere School District was designated as a "Needs Improvement District"
- Howell Elementary was designated as an overall Focus School
- Tichenor Middle School was designated as an overall Focus School and additionally identified through reading scores, most specifically the scores of students with disabilities. This Student Gap Group Score placed them in the lowest 10 percent in the state. Students with learning disabilities in reading at Tichenor are underperforming as their score is in the third standard deviation below the state mean.

BRIGANCE DATA

The results of our BRIGANCE assessment/screening for the 2014-15 school year, administered during the first 30 days of school to our Kindergarten students, indicates that only 35.9% of our students fall into the "Ready" or "Ready with Enrichment" categories, falling well below the state average of 49.0%. This underscores the significant need in the Erlanger-Elsmere School District of utilizing community resources and empowering our community in collaboration to better prepare our students for entry into school to ensure that our students are "Kindergarten Ready," as the highest percentage of them are already significantly behind their peers in regards to physical development,

language, cognitive skills, self-help skill, social-emotional skills, as well as academic skills relating to mathematics and language arts. This is perhaps our biggest area of concern and opportunity for improvement, as it impacts everything else that we do or attempt to accomplish.

TELL DATA

In 2011, our TELL Survey Data and other survey data was positive in terms of working conditions, however as a result of the TELL Survey Data, we found that it was most helpful in pointing out areas of need relating to Professional Development, which was incorporated into the 2011-2012 CDIP, the 2012-2013 CDIP, the 2013-2014 CDIP and the 2014-15 CDIP. In analysis of results of the 2013 survey, we once again found that the data was positive in terms of working conditions, however, the results very clearly indicated a need of focus in areas relating to "Community Support & Involvement," and "Managing Student Conduct." As well, the 2013 TELL Survey was helpful in identifying areas in which teachers felt the need for more Professional Development training. The analysis of our 2013 TELL Survey Data is more thoroughly covered in another portion of our Comprehensive School Improvement Plan.

PLANS FOR IMPROVEMENT

In improving our areas of need, our CDIP goals, strategies, and actions will address curriculum alignment; and evaluation of assessment strategies, as we continuously monitor and modify instruction to meet student needs and support proficient student work. We will provide professional development to address the goals of the plan; include parental communication and involvement; include attendance improvement and dropout prevention; and include technical assistance in areas where needed.

Our plan goals, strategies, and actions will focus on research based strategies; will be rigorous; and will be aligned with Kentucky Core Academic Standards. Goals, strategies and actions will be based on student needs; will allow us to use data to inform evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. Our CDIP will include activities to target the underperforming areas of achievement, gap, growth, college, and career readiness or graduation rate, and has activities to target demonstrators of weakness in program reviews, as well as activities to target areas of need identified in teacher and leader effectiveness measures. Our CDIP will target school safety, discipline strategies, and other non-academic factors that impact student achievement (social, emotional, health needs). Further, it focuses on design of school day, week, or year to include additional time for student learning and teacher collaboration, while offering specific strategies to address gaps in achievement and graduation rates between the highest achieving student performance groups and lowest achieving student performance groups.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

ERLANGER-ELSMERE SCHOOL COMPREHENSIVE IMPROVEMENT PLANING

PROCESS SUMMARY

The process of developing the District Comprehensive Plan is ongoing. Relevant formal revisions made in our district's CDIP in December of 2009, June of 2010, December of 2010, July of 2011, December of 2011, June of 2012, and January of 2013 and December of 2013 are still reflected to some degree in our present CDIP. Prior to 2012, KCCT results and NCLB results were provided to the district in the fall and the KPR was analyzed as a part of the needs assessment process. The transition to Kentucky's Unbridled Learning Accountability Model in 2012 brought significantly different pieces of assessment data to the table for analysis, as we began utilizing the Kentucky School Report Card. District Leadership, with school-level administrators, staff members, the Erlanger-Elsmere Board of Education, parents and community members continually collaborate throughout the process. District and school strengths and areas of need were identified throughout the process, as the School Report Card's "Delivery Targets" were implemented in setting goals and objectives.

As a result of the Erlanger-Elsmere Schools' ongoing NCLB status, in December of 2011, our district was required to submit a Corrective Action Plan to KDE. The Corrective Action Plan was approved by KDE on January 12, 2012. Some components of that plan were carried over into the plan completed in December of 2012, and continue to be integrated into the 2014-2015 CDIP as they are relevant to long-range improvement.

State and federal requirements for utilization of 2012, 2103 and 2014 "Race-To-The-Top" funds required submission of an action plan, or scope of work, relating to implementation of CIITS (Continuous Instructional Improvement Technology System). These actions continue to be modified and have also been incorporated into the 2014-2015 CDIP.

MONITORING CONTINUOUS IMPROVEMENT

In the Erlanger-Elsmere School District, district staff, school SBDM Councils, along with school and district Comprehensive Planning Committee(s), serve as planning and assessment teams. Data analyzed for the needs assessment includes, but is not limited to, "Next Generation Learners Data," Next-Generation Instructional Programs and Support Data, School Report Card Delivery Targets from the "Unbridled Learning" model, ACCESS Results, BRIGANCE, ACT, ACT Compass, QualityCore, Explore, Plan, NWEA MAP Assessment, STAR, AIMSweb, Fast ForWord, Accelerated Math, Accelerated Reader, Discipline Data, Suspension Data, Expulsion Data, Attendance Data, Kentucky Comprehensive Monitoring Program (KCMP) data, ESS Reports, Kentucky TELL Survey, Gallup Poll Student Surveys, Title I Parent Surveys, as well as other formative and summative assessment information. Other staff, parent, and student surveys are also conducted periodically. The Kentucky Standards and Indicators for District Improvement are continually used throughout this process to align our Needs Assessment Process and our Data Analysis.

The District Federal Programs Coordinator continually collaborates with qualifying private schools in monitoring and collection of data in assistance to those private schools in identifying instructional needs, technology needs, and professional development needs in utilization of

Title I and Title II Funding.

In monitoring implementation, the Erlanger-Elsmere School District coordinates formal weekly collaborative sessions including all district-level leaders. Monitoring of initiatives at the school level, provides formal monthly collaborative meetings including all district-level leaders and all building-level principals and assistant principals. Additionally, the district-level instructional coordinator meets on a regular basis with building principals to review implementation of CDIP components, as well as monitoring progress and actions relating to school-level CSIPs.

As a method of documentation, the effectiveness of the CDIP and CSIP plans are evaluated and monitored by using implementation and impact checks recorded in the "Notes" section of the ASSIST tool. The implementation and impact checks are completed to evaluate each strategy and the impact of the strategy in accomplishing goals. SBDM Councils in the Erlanger-Elsmere School District are required to cover and document appropriately on a monthly basis in formal SBDM meetings, communication and actions relating to CSIP/CDIP implementation and monitoring. Further, the Superintendent utilizes the monitoring of data relating to CSIPs and CDIPs, as a method of focusing on individual administrative professional growth plans for overall school improvement.

At formal meetings of the board of education, the Superintendent provides monthly reports to the Erlanger-Elsmere Board regarding district-level initiatives and implementation. Similarly, a time is set aside at each monthly board meeting for building-level administrators to provide monthly reports and updates to the board.

Throughout the school year, as a method of strengthening the monitoring process, improving our administrative knowledge base, understanding, and communication - "Problems of Practice" are identified utilizing the "Instructional Rounds" process. As areas of focus are identified at each school, all district-level administrators, school-level administrators, and other school-level personnel collaboratively engage in the "Instructional Rounds" process, as a means of monitoring school progress, instructional improvement, and actions relating to CSIPs and the CDIP. Further monitoring and communication involving the entire school community includes the reporting and coverage of various initiatives through the Erlanger-Elsmere Schools' periodic publication, ENGAGE - which is mailed throughout the entire school community. The Erlanger-Elsmere Schools' website is additionally utilized as a method of communication.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

As the Erlanger-Elsmere Comprehensive District Improvement Plan is an ever-evolving plan of action, monitoring is continuous and ongoing, involving all constituencies in the planning and communication process. In monitoring implementation, the Erlanger-Elsmere School District coordinates formal weekly collaborative sessions including all district-level leaders. Monitoring of initiatives at the school level, provides formal monthly collaborative meetings including all district-level leaders and all building-level principals and assistant principals. Additionally, the district-level instructional coordinator meets on a regular basis with building principals to review implementation of CDIP components, as well as monitoring progress and actions relating to school-level CSIPs. At formal meetings of the board of education, the Superintendent provides monthly reports to the Erlanger-Elsmere Board regarding district-level initiatives and implementation. Similarly, a time is set aside at each monthly board meeting for building-level administrators to provide monthly reports and updates to the board.

A formal review of the document was held on December 10th, 2013 with the following district, school, and community representatives in attendance: Maria Ahlers - Teacher, Lindeman Elementary School; Renee Bennett - Parent and Paraeducator, Lloyd Memorial High School; Kathy Burkhardt - Erlanger-Elsmere Schools Superintendent; Matt Engel - Principal, Arnett Elementary School; Angie Gabbard - Principal, Lindeman Elementary School; Greg Gervers - Teacher, Tichenor Middle School; Bryant Gillis - Principal, Tichenor Middle School; Michael Goodenough - Principal, Howell Elementary School; Laura Hellmann - Special Education Director; Karen Hughes - Youth Service Center Coordinator, Tichenor Middle School; Joshua Jackson - Principal, Miles Elementary School; Chris Klosinski - Principal, Bartlett Educational Center; Kerry Knollman - Teacher, Arnett Elementary School; Emely Mejia - Parent (Arnett & Tichenor) and Paraeducator (Arnett & Howell); Tracy Molley - Family Resource Center Coordinator, Arnett, Howell, and Lindeman Elementary Schools; Maryann Moore - Youth Service Center Coordinator, Lloyd Memorial High School; Shawn Neace - Erlanger-Elsmere Schools DPP; David R. Palmore - Erlanger-Elsmere Schools Assistant Superintendent; William C. Pilgram - Teacher, Lloyd Memorial High School; John Riehemann - Principal, Lloyd Memorial High School; Bryan Sweasy - Chief Information Officer, Erlanger-Elsmere Schools; Claire van den Broeck - Teacher, Howell Elementary School; Kelli Vogelpohl - Parent, Lindeman Elementary School. The previous Erlanger-Elsmere Comprehensive District Improvement Plan was formally approved at a meeting of the Erlanger-Elsmere Board of Education on Thursday, December 12th, 2013. The existing components will be presented for board approval on January 8th, 2015.

Many of the components of the 2014-15 CDIP are ongoing, with implementation beginning prior to release of the "Unbridled Learning" Data. Additional components are based exclusively on "Unbridled Learning" Data, but were implemented immediately, or are in the process of being implemented. These would be considered the "next steps."

The effectiveness of the plan will be evaluated by using implementation and impact checks recorded in the "Notes" section of the ASSIST tool. The implementation and impact checks will be completed to evaluate each strategy and the impact of the strategy in accomplishing goals.

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable Distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

The Erlanger-Elsmere School District Will Meet Its State Goal & Delivery Targets Relating To The Percentage Of Students That Are College And Career Ready By Spring Of 2015

Measurable Objective 1:

collaborate to increase the percentage of students that are college/career ready from 43.4 (2012) to 64.5 and beyond by 05/31/2015 as measured by Kentucky's College and Career Readiness scores .

Strategy1:

College And Career Focus - The district will promote and provide structure, courses, and opportunities for all students that support college & career readiness growth

Category: Career Readiness Pathways

Research Cited:

Activity - Equitable Distribution	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Erlanger-Elsmere Schools will annually review policies and procedures to ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready and that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Policy and Process			08/01/2012	05/31/2017	\$0 - No Funding Required	Assistant Superintendent

Narrative:

To insure that all of our students, regardless of socio-economic, ethnic, or racial status are taught by qualified teachers, existing board policies require in consideration of hiring that all teachers of core academic subjects shall be highly qualified, as defined by state and federal regulation. Also, in consideration of employment, only individuals who are certified for the positions they will hold and who possess qualifications established by law, regulation, and Board policy, are employed, except in the case where no individual applies who is properly certified and/or who meets established qualifications set by Board policy.

In recruitment of teachers, and insuring highly qualified teachers Our district utilizes job fairs, the internet, and our district website in recruiting potential applicants presenting benefits, and marketing our district and schools as positive environments. Our district policy includes: Working

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through placement bureaus of regional and state colleges and universities; Conducting orientation meetings with students at the high school relating to future employment opportunities in the District; Working with state educational associations and the state department of education; Conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media.

In retention of teachers, we utilize mentoring & support of teachers and involve staff members in planning and decision making. We provide a positive and supportive climate in our district and school environment and culture, which is reflected in our TELL surveys.

Equitable Distribution of students to highly qualified teachers is not only ensured through the quality of all staff members, but through ongoing assessment, evaluation, and data analysis relating to each student to provide opportunities and programs within each school to meet the individual needs of each of those students. As required by state law, individual school council policies regulate assignment of students. Those policies recognize that all students have the right to participate in rigorous and academically challenging curriculum. Our policies ensure equal access for all students, and incorporate staff training and professional development in furthering the ability of our staff members to meet the needs of all students. As an example, and beyond the scope of highly qualified teachers, our district is presently working with the Bowles Center For Diversity here in Northern Kentucky as we further train our staff members to meet the unique diverse needs of our students.

Further, through our teacher evaluation system and our policies relating to teacher performance, we have a process to remove teachers for poor performance thus supporting the initiative that all of our students are taught by highly qualified teachers with a broad range of experiences.

Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

The Erlanger-Elsmere School District Will Meet Its Annual Measurable Objective (AMO) By The Spring Of 2015 And Its Combined Proficiency State Delivery Targets In Reading and Mathematics By Spring Of 2017

Measurable Objective 1:

collaborate to ensure that all students in the Erlanger-Elsmere School District meet combined proficiency state targets in reading and mathematics: Elementary (72.3); Middle (61.8); High (72.5) by 05/31/2017 as measured by the Kentucky School Report Card.

Strategy1:

SBDM Councils - All school principals will continue to work in collaboration with their SBDM councils in the updating, and revision of their SBDM Policies and By-laws in compliance with state statutes and regulations

Category: Management Systems

Research Cited: Noted in text above

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Activity - TELL Survey - Gallup Poll	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School SBDM Councils and district leadership will continue to analyze and utilize data from TELL Surveys and student Gallup Poll Surveys in combination with assessment and other data sources in identifying needs, actions, and professional development focuses in school improvement planning.	Other			11/01/2012	05/31/2017	\$0 - No Funding Required	Principals, SBDM Councils

Goal 2:

The Erlanger-Elsmere School District Will Meet Combined Proficiency Gap Delivery Targets In Reading and Mathematics By Spring Of 2017

Measurable Objective 1:

collaborate to ensure that the Erlanger-Elsmere School District meets combined GAP proficiency state Delivery Targets in reading and mathematics in reducing all achievement GAPS: Elementary (68.6); Middle (58.5); High (69.4) by 05/31/2017 as measured by Kentucky School Report Card.

Strategy1:

Differentiated Instruction - Differentiation of instruction to meet the individual needs of each student in reducing achievement gaps

Category: Integrated Methods for Learning

Research Cited:

Activity - Safe & Civil Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize district personnel, principals, counselors, instructional coaches, and key teachers in full-year training and implementation of "Safe & Civil Schools," to assist in developing better behavior management strategies in schools; learn effective classroom management procedures; implement school-wide positive behavior support and response-to-intervention for behavior; and design and implement a better school improvement plan. Form Crisis Teams in each school and have each member trained by a CPI Certified Trainer. The goals with the approach are that all students must be treated with dignity and respect; students should be taught the skills and behaviors necessary for success; motivation and responsibility should be encouraged through positive interactions and building relationships with students; and student misbehavior represents a teaching opportunity.	Professional Learning			09/03/2012	05/31/2017	\$4000 - General Fund	District Personnel, Principals, Counselors, Instructional Coaches, CPI Certified Trainer, and Key Teachers

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Activity - RTI-KSI: Behavioral	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop and revise recommended intervention pyramids that will provide a sequence of strategies to address all aspects of the "whole student" (alternatives to suspension, school-wide behavioral supports; analysis of attendance, discipline, suspension, and expulsion rates, etc.)	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	Director of Special Ed., Asst. Supt, Principals, Instructional Coaches

Strategy2:

School Transitions - School transitional activities will help ensure that students are successful as they move from the elementary school level, to the middle school level and on to the high school level.

Category: Continuous Improvement

Research Cited:

Activity - Transitions Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District Transitions Team has been formulated with representation from each school consisting of counselors, FRYSC Directors, instructional coaches, special education staff and the preschool director. The team will work collaboratively to develop transitions programs that include multiple initiatives and activities at all levels for students, parents, and staff over an extended period of time. The focus is to ensure successful student transitions from early childhood (including Part C to Part B pre-school) to elementary school, from elementary school to middle school, from middle school to high school, from high school to college or career, and from the middle school and high school to and from the Bartlett Education Center, including students with disabilities.	Academic Support Program			01/24/2013	05/31/2017	\$2000 - District Funding	Instructional Coordinator, Building Level Administrators, Counselors, Instructional Coaches, and FRYSC Directors

Strategy3:

Positive Behavior Interventions - The strategy provides a research-based method of impacting student behavior, thus impacting academic improvement

Category: Integrated Methods for Learning

Research Cited: Noted in text above

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Activity - Behavior Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School teams will revise positive behavior reward and/or recognition programs that also involve intrinsic motivators and individual student goal setting as needed	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	School Teams and SBDM Councils

Activity - Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All bus drivers and aides will receive some training in PBIS	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	Trans. Director, Supt., DPP

Activity - Quarterly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School PBIS Coaches will meet quarterly with the District PBIS Team.	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	District PBIS Coordinator and Coach

Activity - Food Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All cafeteria workers and managers will receive an overview training in PBIS	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	District Food Service Manager, Supt. DPP

Activity - School Reporting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School teams will report data and successful strategies/interventions and share this information quarterly with the district team	Other			11/01/2012	05/31/2017	\$0 - No Funding Required	School Team

Activity - School Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district level teams will monitor data related to in-school suspension, out-of-school suspensions, and discipline referrals on a monthly basis to determine potential patterns, such as, but not limited to, over-representation of particular race and ethnic groups and students with disabilities.	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	School Team, Principals, DPP, Supt.

Activity - Common Areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will revise expectations for behavior in common areas as needed	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	School Teams and SBDM Councils

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Activity - Policies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each PBIS Participating School will continue to review/revise their discipline policies	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	School SBDM Teams & School Coaches

Activity - New Staff Members	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new staff in participating schools will receive PBIS Training	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	School Coaches, Principals

Activity - Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan for PBIS training for the school and district teams in the summer	Other			11/01/2012	05/31/2017	\$0 - No Funding Required	School and District Teams

Activity - Behavior Referrals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will track all behavior referrals in Infinite Campus for the purpose of data analysis.	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	Principal or Designee

Activity - High Referral Rates	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Office referral data will be closely monitored and disaggregated in all sub-populations. As indicated by data, teachers and other staff members who are submitting high quantities of referrals will be provided additional professional development in classroom management, positive behavioral interventions, knowledge and understanding of various disabilities in the classroom, and culturally sensitive instruction.	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	Principals, Supt., School Coaches, DPP, Food Service Manager, Trans. & Maintenance Director

Activity - Why	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new members of teams will receive 3 hours of "why" PBIS training	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	District and School Coordinators

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Activity - Distict Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District PBIS Coordinator and Coach will attend school level PBIS meetings when possible and School PBIS Coaches will be members of the District PBIS Team, which meets quarterly.	Other			11/01/2012	05/31/2017	\$0 - No Funding Required	District Coaches & District Data Point of Contact

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools and the district will submit the dates for the PBIS team meetings for the next school year to the District PBIS Coordinator and Coach.	Other			11/01/2012	05/31/2017	\$0 - No Funding Required	School & District Teams

Activity - New Administrators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New school level administrators at the participating schools will receive training in PBIS.	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	District Coach, and Data Contact

Activity - Coaching Institute	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected Team Members will attend the KYCID PBIS Network Coaching Institute	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	School and District Teams

Activity - SBDM Councils	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participating Schools' SBDM Councils will receive an overview of PBIS	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	School Coaches, Principals

Activity - Substitutue Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information or training relating to PBIS will be provided for substitute teachers in utilization of PBIS methods in the classrooms in which they are substituting	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	School Coaches, Principals

Activity - Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School teams will meet monthly to discuss student behavior and determine needs	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	School Teams, Principal, and SBDM Council

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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Next levels of Universal PBIS training courses will be provided to school teams and district teams, and PBIS coach training will be provided to new school and district coaches as needed. Coaches at all schools will be provided ongoing updates of PBIS	Professional Learning			11/01/2012	05/31/2017	\$0 - No Funding Required	District & School Coordinators and Coaches

Activity - Publicity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share and publicize PBIS Activities, internally and externally	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	District Coordinator, and School Coordinators

Activity - Discipline Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A common system for compiling and monitoring discipline data will be established including particular focus on suspension rates for particular groups, such as students with disabilities.	Behavioral Support Program			11/01/2012	05/31/2017	\$0 - No Funding Required	DPP, Principals, Assistant Principals, Special Education Director

Activity - Analysis For Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and the participating schools will meet with the PBIS professional developer to revise the district/school PBIS action plans for the upcoming school year based on the Year-End Data Report for each school, team implementation checklist, effective behavior support survey, self-assessment survey for individual schools, benchmarks for quality reports: the end of the year data will also be submitted to KYCID	Other			11/01/2012	05/31/2017	\$0 - No Funding Required	District and School Teams, Supt., DPP

Goal 3:

The Erlanger-Elsmere School District Will Increase Parental Involvement And Community Engagement

Measurable Objective 1:

collaborate to increase parental involvement and community engagement by 06/01/2017 as measured by parent surveys and parental participation in school and district sponsored events.

Strategy1:

Communication - The strategy will serve as a means of improving school and district communication to increase parental and community

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awareness

Category: Stakeholder Engagement

Research Cited:

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will publicize academic, extra-curricular, and athletic programs-both schedules and results utilizing local media/business establishments, internet, phone system, etc.: progress on this activity will be regularly reported to the Superintendent by the school principals and representatives from Rose Communications.	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Athletic Director, Supt., Principals, Teachers

Activity - Infinite Campus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support will be provided to parents regarding the information available to them through Infinite Campus	Parent Involvement			11/01/2012	05/31/2017	\$0 - No Funding Required	Principals, Building IC Trainers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and the schools will continue to use technology to communicate more effectively with parents on a regular and consistent basis (Phone, emails, automated call system, websites, social media).	Technology			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt., Principals, Chief Info. Officer

Activity - Title I Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Schools will continue to send an English and Spanish newsletter to parents through Home/School Connection and post them on the district website	Community Engagement			11/01/2012	05/31/2017	\$500 - Title I Part A	Title I Director, Principals

Activity - Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will continue to partner with Rose Communications to implement the developed communication plan, increase communication with the public through various strategies such as newsletters, press releases, etc. The distribution of a community newsletter, ENGAGE, will be a primary focus of communication with the community at large.	Other			11/01/2012	05/31/2017	\$28787 - District Funding	Superintendent, All Administrators

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Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will work to increase the awareness of resources such as, Infinite Campus tools, blogs, Twitter, TransAct, and other communication tools	Technology			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt., Principals,, Chief Info. Officer

Strategy2:

Engagement - This strategy will actively involve parents and community members in focusing on the mission/vision of the district and our schools.

Category: Stakeholder Engagement

Research Cited:

Activity - Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seek and utilize "BEST" and other business partnerships in collaboration for school improvement.	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Principals

Activity - Kenton County Alliance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will continue to participate in the Kenton County Alliance to Prevent Substance Abuse in recognition of their mission "to reduce and prevent substance abuse among youth and eventually adults in Northern Kentucky." Their goals are to: Identify local substance abuse issues; Identify strategies that fit community resources to address these strategies	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	NKCES District Staff

Activity - Private School - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Federal Programs coordinator will continue to facilitate utilization of Title funding, instructional programs, and professional development through qualifying Private Schools to insure research based instruction, technology, and appropriate professional development activities are provided, and monitored with success being measured through pre and posttest monitoring utilizing a norm-referenced test	Professional Learning			11/01/2012	05/31/2017	\$1000 - Title I Part A \$1000 - Title II Part A	Federal Programs Coordinator

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Activity - Emergency Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district emergency planning committee, in collaboration with local community agencies will continue to update the district's emergency plan and collaborate with schools to ensure each school emergency plan is continually updated	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	DPP, Central Office Staff, Principals, Health Center Staff, School Resource Officers, and FRYSC Directors

Activity - Utilization of Funding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to best utilize federal, state, district, and community financial resources, and to ensure compliance relating to all ethical and legal guidelines, continuing, ongoing finance training will be provided for all building level administrators, athletic directors, etc.	Professional Learning			11/01/2012	05/31/2017	\$2000 - District Funding	Supt., Designee

Activity - Youth Programing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will partner with Children's Inc., the Brighton Center, the local police departments, local public library, other interested community organizations, and the Boys and Girls Club of Greater Cincinnati to increase programming for youth focusing on students at the Middle and High School levels	Community Engagement			11/01/2012	05/31/2017	\$50418 - General Fund	Supt., Asst. Supt., Principals, Counselors, FRYSC

Activity - Home Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will conduct home visits as needed to increase parent communication and establish a positive rapport with parents	Parent Involvement			11/01/2012	05/31/2017	\$0 - No Funding Required	Principals, Counselors, Teachers, DPP, & other pertinent personnel

Activity - College Admission Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The high school will continue to host a Senior and Junior Parent night for presentation, overview, and guidance relating to college admission standards, application process and FAFSA (Free Application for Federal Student Aid)	Parent Involvement			11/01/2012	05/31/2017	\$0 - No Funding Required	Principal and Guidance Counselors

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Activity - Born Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue implementation of Toyota's Born Learning Academy at our elementary schools. Born Learning is an innovative public engagement campaign that helps parents, caregivers and communities create quality learning opportunities for young children. The program educates parents on how to teach their child from the ages of 0-5 before they enter school. This is a collaborative effort, involving the schools, Family Resource Centers and Toyota/United Way - Success by 6.	Parent Involvement			11/01/2012	05/31/2017	\$4000 - Other	Building Principal, Instructional Coaches, Counselor, Family Resource Center

Activity - Grants	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will collaborate with the NKCES Grant Writer to seek appropriate and relevant grant opportunities for use within the district: Teaching American History Grant; Professional Development For Arts Educators Grant; Drug Free Communities Grant; On Track With Business Grant; Secure Our Schools Grant; Elementary and Secondary School Counseling Grant	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt., Assist. Supt.

Activity - Parent & Community Partnership Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a parent & community partnership committee to meet with the Superintendent on a quarterly basis to increase collaboration and partnership that is focused on increasing student learning with efforts to include parents of students with disabilities and/or those in specific target gap areas	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt.

Activity - Adopt A Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In cooperation with Erlanger's Christ Chapel Church, utilize the "Adopt-A-Block" Saturday Community Programs to encompass all 4 elementary school communities	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Principals, Community Volunteers

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Activity - FRYSC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource and Youth Service Centers and School-Based Health Centers will work collaboratively with the Erlanger City Platform, the Kenton County Rotary Club, and other community organizations that support goals relating to community improvement	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	FRYSC, SBHC

Activity - Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will continue to utilize online forms for parent, student, community member, and teacher nominations for recognition of individuals that play a role in the school community	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt., Assit. Sup., & Principals

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The High School and Middle School will utilize KDE's organizational framework for Operation Preparation, a joint initiative of KDE and the Office of Workforce Development. A community-based volunteer advising program that provides a powerful opportunity for schools, students, parents and communities to collaborate in the college- and career-planning and advising process	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Instructional Coordinator, Principals

Activity - District Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain, support and promote district programs such as intramural athletics, local service organizations, FRYSC, SBHC, PTO/PTA, parent training programs, and city government	Community Engagement			11/01/2012	05/31/2017	\$209176 - State Funds \$124100 - General Fund	All staff members

Activity - Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate community avenues to bring resources to students as needs are identified such as grants for substance abuse, early intervention programs, etc.	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	All administrators, teachers, and support staff

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Activity - Student Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Superintendent student advisory committees will increase the focus on service learning and continue partnership with Children's, Inc.	Community Engagement			11/01/2012	05/31/2017	\$1000 - District Funding	Supt., MS/HS Principals, FRYSC

Activity - Student Partnership Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will continue a student partnership committee to meet with the Superintendent each quarter to gain more student input and increase collaboration with students	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt.

Activity - Developmental Assessts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will collaboratively work with City Government and other community organizations (YMCA, City Parks/Rec., County Extension, 4-H, Big Brothers/Big Sisters, Boys and Girls Club) to increase student developmental assets	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt., Assist. Supt., and other designees

Activity - Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school shall increase the nominations for the Board of Education's monthly parent, student, community member, teacher recognition program so that one student and one parent is recognized monthly	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt., Board of Educ., Parents, Students, Principals, Teachers

Activity - One-To-One	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expansion of Kentucky's "Vision 2015" initiative - the One-To-One volunteer program in all 4 elementary schools to address literacy by matching students who are struggling with reading to a One-To-One volunteer: One-To-One coordinator, Debbie Onkst will work with Lloyd High School to include utilization of high school students as one-to-one coaches	Direct Instruction			11/01/2012	05/31/2017	\$500 - District Funding	Principals, One-To-One Coaches

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Activity - Prichard Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will promote the Prichard Committee's Commonwealth Institute for Parent Leadership as an avenue to help and train parents to become more involved in improving our schools to enhance academic achievement for all students (In addition, representatives of the Prichard Committee are available to provide training for parents on-site with topics such as the new Common Core Standards.)	Parent Involvement			11/01/2012	05/31/2017	\$0 - No Funding Required	All Central Office Admin. & School Principals

Activity - Parent Academies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Academies will continue to be implemented at the Middle School & High School Level specifically featuring informational sessions relating to EXPLORE, PLAN, and ACT Assessments, and their utilization in students' plans, and goal setting relating to college and career readiness.	Parent Involvement			11/01/2012	05/31/2017	\$0 - No Funding Required	Middle School and High School Principals and Guidance Counselors

Activity - District Advisory Council	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Advisory Council will meet to review the Comprehensive District Improvement Plan and provide input	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt. and Assist. Supt.

Activity - Private Schools - Equitable Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will utilize Title I funds in coordination with Title II funds in providing equitable resources for local private schools for continued implementation of scientifically research-based interventions for targeted students at private schools as well as high quality professional development for related private school teachers and paraeducators, including multisensory approaches to instruction	Community Engagement			11/01/2012	05/31/2017	\$2500 - Title I Part A \$2500 - Title II Part A	Federal Programs Coordinator

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Activity - Service Learning & Community Programming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will develop a community committee to focus on improving the local community and providing opportunities for service learning, and community programming for youth and others	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Supt.

Activity - Parent Focused Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will utilize parent engagement activities such as back-to-school celebrations, open houses, student led conferences, and parent academies to increase opportunities for parental involvement	Parent Involvement			11/01/2012	05/31/2017	\$4000 - Title I Part A	Principals

Activity - College/Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of Junior students will be targeted for individual counseling relating to college and career readiness	Parent Involvement			11/01/2012	05/31/2017	\$0 - No Funding Required	Principal and Guidance Counselors

Activity - Lloyd Alumni Association	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will support the goals and work of the Lloyd Alumni Association with active engagement and collaboration	Community Engagement			11/01/2012	05/31/2017	\$0 - No Funding Required	Assist. Superintendent

Activity - Whiz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The "Whiz Kids," a weekly school program sponsored by a community group from the Erlanger Baptist Church and the Erlanger Christian Church will continue to be implemented for students at Lindeman Elementary. (Implementation of the program may be considered at other district schools in the future.) The program focuses on targeted students for tutoring with emphasis in literacy	Tutoring			11/01/2012	05/31/2017	\$0 - No Funding Required	Principals, Community Volunteers

Narrative:

KENTUCKY TELL SURVEY 2013

In 2011 and 2013, the Kentucky Department of Education administered the Teaching, Empowering, Leading, and Learning Survey (TELL), a nationally recognized survey used to measure teacher engagement and support, instructional practices, leadership, community engagement, student conduct, facilities, and other factors. In 2013, the Erlanger-Elsmere School District was one of a very small number of Kentucky

school districts that garnered a 100% participation rate. Additionally, as a result of the survey, our Arnett Elementary School was recognized in 2011 and 2013 as one of the top schools in Kentucky. In 2013 Arnett was the only elementary school in Northern Kentucky on the top-tier list, and one of only two schools in Northern Kentucky that made the list. Kentucky Commissioner of Education Terry Holliday made the announcement after a five-phase review process that resulted in the selection of 49 exemplary schools across the state.

The TELL Survey results for the Erlanger-Elsmere School District in both 2011 and 2013 provided positive feedback in terms of working conditions within the Erlanger-Elsmere School District, in comparison to percentages of favorable employee responses to TELL Survey statements in districts throughout the state of Kentucky. Most specifically, in regards to the 2013 survey, of the 87 questions or statements provided for response, the Erlanger-Elsmere School District results found "Strongly Agree" and "Agree" responses at a significantly higher percentage rate on 70 of the 87 questions than the state average of favorable responses. In study and analysis of this data, the contrasts in responses in which our district received favorable feedback at lower rates than the state average, helped us to determine areas of focus. The 17 statements in which the Erlanger-Elsmere School District received favorable feedback at lower rates than the state average fell into the categories of "Facilities & Resources," "Community Support & Involvement," "Managing Student Conduct," "Instructional Practices & Support," and "Overall." Of these categories, "Community Support & Involvement" and "Managing Student Conduct" were the most significant, and are targeted as components in our Comprehensive School Improvement Plan. Each of the statements for which our district received favorable feedback at lower rates than the state average are reported below.

FACILITIES AND RESOURCES

- Teachers have sufficient access to instructional technology, including computer, printers, software, and internet access
- The school environment is clean and well maintained

COMMUNITY SUPPORT AND INVOLVEMENT

- Parents/guardians are influential decision makers in this school
- The school maintains clear, two-way communication with the community
- Teachers provide parents/guardians with useful information about student learning
- Parents/guardians know what is going on in this school
- Parents/guardians support teachers, contribution to their success with students
- Community members support teachers, contributing to their success with students
- The community we serve is supportive of this school

(Interestingly, the only statement on the TELL Survey relating to "COMMUNITY SUPPORT AND INVOLVEMENT" in which Erlanger-Elsmere Respondents responded higher than the state average of favorable response was: "This school does a good job of encouraging parent/guardian involvement")

MANAGING STUDENT CONDUCT

- Students at this school understand expectations for their conduct
- Students at this school follow rules of conduct
- Policies and procedures about student conduct are clearly understood by the faculty
- School administrators support teachers' efforts to maintain discipline in the classroom
- Teachers consistently enforce rules for student conduct
- The faculty work in a school environment that is safe

(The only statement on the TELL Survey relating to "MANAGING STUDENT CONDUCT" in which Erlanger-Elsmere Respondents responded higher than the state average of favorable response was: "School Administrators consistently enforces rules for student conduct.")

INSTRUCTIONAL PRACTICES AND SUPPORT

- State assessment data are available in time to impact instructional practices

OVERALL

- Overall, my school is a good place to work and learn

ADDITIONAL COMMENTS REGARDING THE 2013 TELL SURVEY & INFORMATION GLEANED RELATING TO PROFESSIONAL DEVELOPMENT

In response to the 2013 TELL Survey statement relating to professional development (Please rate how strongly you agree or disagree with statements about professional development in your school) in which respondents gauged their level of agreement to 13 statements relating to professional development offerings, opportunities, and effectiveness within their school and our district, respondents in the Erlanger-Elsmere School District favorably agreed or strongly agreed to each of the 13 statements at a much higher rate than the state averages of agreement. The percentage of agreeable responses was significantly higher than the state average of agreeable responses on every single one of the 13 statements.

However, the "sub-questions" that were offered, which allowed respondents to determine areas in which they felt they needed additional professional development, offer extremely valuable insight into the professional development needs of staff members within the Erlanger-Elsmere Schools. For this reason, this information is reported here, and these needs are reflected in the Erlanger-Elsmere Comprehensive School Improvement Plan.

In like manner, the "sub-questions" that allowed respondents to reflect upon the professional development topics that they've been offered and in which they've had opportunities to participate, provide additional insight.

2013 SURVEY DATA RELATING TO PROFESSIONAL DEVELOPMENT NEEDS:

- 46% of the respondents in the Erlanger-Elsmere Schools identified "student assessment" as a topic need for additional professional development
- 62% of the respondents in the Erlanger-Elsmere Schools identified "differentiating instruction" as a topic need for additional professional development
- 49% of the respondents in the Erlanger-Elsmere School identified "special education (students with disabilities)" as a topic need for additional professional development
- 48% of the respondents in the Erlanger-Elsmere Schools identified "special education (gifted & talented students)" as a topic need for additional professional development
- 43% of the respondents in the Erlanger-Elsmere Schools identified "English Language Learners" as a topic need for additional professional development

- 61% of the respondents in the Erlanger-Elsmere Schools identified "closing the Achievement Gap" as a topic need for additional professional development
- 40% of the respondents in the Erlanger-Elsmere Schools identified "methods of teaching" as a topic need for additional professional development
- 50% of the respondents in the Erlanger-Elsmere Schools identified "reading strategies" as a topic need for additional professional development
- 43% of the respondents in the Erlanger-Elsmere Schools identified "classroom management techniques" as a topic need for additional professional development
- 32% of the respondents in the Erlanger-Elsmere Schools identified "their content area(s)" as a topic need for additional professional development
- 44% of the respondents in the Erlanger-Elsmere Schools identified "Common Core Standards" as a topic need for additional professional development
- 54% of the respondents in the Erlanger-Elsmere Schools identified "integrating technology into instruction" as a topic need for additional professional development

2013 TELL SURVEY DATA RELATING TO PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN WHICH ERLANGER-ELSMERE STAFF MEMBERS REPORTED THAT THEY HAD COMPLETED 10 OR MORE CLOCK HOURS OF TRAINING DURING THE PAST 2 YEARS:

- 67% had participated in professional development activities relating to "their content area"
- 58% had participated in professional development activities relating to "Common Core Standards"
- 59% had participated in professional development activities relating to "student assessment"
- 58% had participated in professional development activities relating to "differentiating instruction"
- 27% had participated in professional development activities relating to "Special Education (students with disabilities)"
- 11% had participated in professional development activities relating to "Special Education (gifted and talented students)"
- 19% had participated in professional development activities relating to "English Language Learners"
- 38% had participated in professional development activities relating to "closing the Achievement Gap"
- 63% had participated in professional development activities relating to "methods of teaching"
- 64% had participated in professional development activities relating to "reading strategies"
- 40% had participated in professional development activities relating to "integrating technology into instruction"
- 40% had participated in professional development activities relating to "classroom management techniques"

In regards to all of the information presented above, the 2013 TELL Survey provided a bounty of significant data and information that is useful in determining areas for school and district improvement, that have been incorporated into the Erlanger-Elsmere Comprehensive District Improvement Plan.

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Met District Targets	N/A

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	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Run dual systems using some/all of the Kentucky Professional Growth and Effectiveness System components and will not be used for personnel decisions for teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.	We are actively participating in the pilot for the 2014-15 school year as required. We have worked to implement CIITS and have conducted varying levels of training for PGES and PPGES which have included large group, small group, school level trainings. We have worked closely with the regional KDE PGES Consultant and worked last year and this year to develop and implement the new evaluation system this year as a pilot and next year as the district evaluation process. The Kentucky Professional Growth and Effectiveness System will be fully implemented as required for the 2015-16 school year.	

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Run dual systems using some/all of the Kentucky Professional Growth and Effectiveness System components and will not be used for personnel decisions for Principals in 2014-2015 as set forth in the district's Certified Evaluation Plan.	We are actively participating in the pilot for the 2014-15 school year as required. We have worked to implement CIITS and have conducted varying levels of training for PGES and PPGES which have included large group, small group, school level trainings. We have worked closely with the regional KDE PGES Consultant and worked last year and this year to develop and implement the new evaluation system this year as a pilot and next year as the district evaluation process. The Kentucky Professional Growth and Effectiveness System will be fully implemented as required for the 2015-16 school year.	

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Erlanger Elsmere Board Minutes

Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		Erlanger Elsmere Board Minutes

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		Erlanger Elsmere Board Minutes

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		Erlanger Elsmere Board Minutes

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Erlanger Elsmere Board Minutes

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Strongly Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Agree	N/A

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	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Strongly Agree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Erlanger Elsmere Board Minutes

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	http://www.erlanger.k12.ky.us/compimp.html	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

KDE Comprehensive Improvement Plan for Districts

Erlanger-Elsmere Independent

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

KDE Comprehensive Improvement Plan for Districts

Erlanger-Elsmere Independent

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes	All 6 of our schools are eligible for Title I, Part A funding - but we have chosen to focus our programs at the elementary school level.	

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

KDE Comprehensive Improvement Plan for Districts

Erlanger-Elsmere Independent

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes	We do not presently have any neglected institutions in our district.	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes	We do not presently have any neglected institutions in our district - but ensure that we would setaside funds, if such an institution existed within the boundaries of our school district.	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes	We do not presently have any neglected institutions in our district - but ensure that student needs would be identified through consultation with staff at all neglected institutions in the district if we had such institutions within our district.	

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

KDE Comprehensive Improvement Plan for Districts

Erlanger-Elsmere Independent

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes	Annual meetings occur at each elementary school (Back-to-School nights), The Parent - School Learning Compact and the Parent Involvement Policy are distributed to all parents annually.	

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	We do not have any teachers that are not highly qualified. If we did, we would develop an individual plan to assist them with becoming highly qualified.	

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		