



Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

500 Graves Ave
Erlanger, KY 41018

TABLE OF CONTENTS

Introduction	1
Phase I - Equitable Access to Effective Educators District Diagnostic	
Introduction	3
Equitable Access to Effective Educators - District	4
Phase I - GAP Target Assurance	
Introduction	14
Gap Target Assurance	15
Phase I - Needs Assessment	
Introduction	17
Data Analysis	18
Areas of Strengths	19
Opportunities for Improvement	20
Oversight and Monitoring	21
Conclusion	22
2016-2017 Erlanger-Elsmere Schools Comprehensive District Improvement Plan	
Overview	24
Goals Summary	25
Goal 1: The Erlanger-Elsmere School District Will Meet Delivery Targets In; Proficiency, GAP, Novice Reduction, College and Career Readiness, and Graduation Rate by the prescribed KDE deadlines.....	26

Activity Summary by Funding Source 110

Activity Summary by School 126

Phase II - Assurances - District

Introduction 154

District Assurances 155

Phase II - Compliance and Accountability - Districts

Introduction 162

Planning and Accountability Requirements 163

Executive Summary

Introduction 171

Description of the School System 172

System's Purpose 174

Notable Achievements and Areas of Improvement 176

Additional Information 179

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		2016-2017 EES District Equity Diagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Lindeman Elementary School and Bartlett Educational Center have 100% of their certified teachers with four or more years of teaching experience. Lindeman Elementary increased their overall accountability score by 16.1 points and exceeded their AMO (Annual Measurable Objective) goal by 19.9 points and earned a classification of Distinguished/Progressing and Reward Labels of High Performing/High Progress School. Bartlett Educational Center, while an A5 school, contributed to the overall success of the Erlanger-Elsmere School's Distinguished classification, Lloyd High School's Distinguished classification, and Tichenor Middle School's Proficient classification in their work with students in grade 6-12 in a non-traditional educational environment. Bartlett Educational Center's staff continues to be a champion for our students and the embodiment of our district mission.

Lloyd High School saw some turnover in staff in the 2015-2016 school year because several teachers and leaders in the building accepted leadership roles at Tichenor Middle School in our district. Their work in these roles allowed Tichenor Middle School to earn a classification of Proficient/Progressing and increase their overall score by 9.3 points and exceed their AMO (Annual Measurable Objective) goal by 11 points.

Howell Elementary School also made gains in their achievement results in 2015-2016 with an increase in their overall accountability score of 9.4 points and exceeding their AMO (Annual Measurable Objective) goal by 11.2 points.

While the percentage of teachers with three years or less experience are among the highest in the district at Tichenor Middle School, Arnett Elementary School and Howell Elementary School, they have recruited some very good, young, talented teachers to work with our diverse student population and meet their needs.

Arnett has also experienced some staff turnover recently, but continues to work hard at meeting student needs and student growth. Despite having 45% of the staff with three or less years experience the students remained successful on state assessments and Arnett was classified as a Distinguished school for the second year in a row.

Miles Elementary continues to see their student population change with higher levels of minority, poverty, English Language Learner, and students with disabilities among their student population. The staff at Miles Elementary has embraced this change and is working hard to meet the needs of all students in their building.

Transiency of staff will always be an issue that our district deals with for several reasons; promotion of staff to administrative and other leadership positions within our schools and district, the high concentration of schools and school districts in the Northern Kentucky region provide opportunities for staff to move for a variety of reasons, and meeting the needs of our diverse population of students and families within the Erlanger-Elsmere community require a higher level of commitment and dedication; one that not all staff are equipped to provide.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Transiency of staff will always be an issue that our district deals with for several reasons; promotion of staff to administrative and other leadership positions within our schools and district, the high concentration of schools and school districts in the Northern Kentucky region provide opportunities for staff to move for a variety of reasons, and meeting the needs of our diverse population of students and families within the Erlanger-Elsmere community requires a higher level of commitment and dedication; one that not all staff are equipped to provide.

Root causes; high needs of students and community, multiple county and independent school districts in the five county region (competition for staff and transiency of staff among the schools within the region), promotion within the district to leadership positions necessitates the hiring of new staff.

Some staff choose to seek employment in neighboring districts and schools for a variety of reasons; students with fewer needs/obstacles to their academic achievement, commute, opportunities for promotion, to name a few. Because there are so many schools and districts within the region to provide employment and opportunity for promotion (we are a medium-sized district with seven schools, approximately 2400 students, and twenty-nine leadership positions [principals, assistant principals, counselors, instructional coaches] within those seven schools).

Our students face many more challenges to their academic achievement and it requires dedication and commitment to our students, community, and knowledge and implementation of the best practices associated with teaching a diverse student population. That level of commitment and dedication is not easily attained or sustained; with a range of opportunities for employment in the region some staff choose other schools/districts to continue their professional journey.

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		2016-2017 EES District Equity Goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

The Erlanger-Elsmere School District Will Meet Delivery Targets In; Proficiency, GAP, Novice Reduction, College and Career Readiness, and Graduation Rate by the prescribed KDE deadlines.

Measurable Objective 1:

collaborate to ensure that the Erlanger-Elsmere School District meets Proficiency and GAP Delivery Targets in reading and math (Combined Reading and Math 71.4% Proficient/Distinguished, Reading 73% Proficient/Distinguished, and Math 69.8% Proficient/Distinguished) by 05/31/2019 as measured by state assessments.

Strategy1:

Professional Learning Communities - By providing opportunities for job-alike personnel to meet and collaborate we can; share best practices related to job responsibilities, learn and grow collaboratively and cooperatively within our job responsibilities, remain focused on the district mission/vision, build professional relationships across the district, and support student and staff needs for continuous growth.

Category: Professional Learning & Support

Research Cited:

SY 2016-2017

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District-wide Special Education Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The district has established a position of a district-wide Special Education Coach. This coach provides embedded PLC support and training within the schools. The coaches' work includes, but is not limited to; teacher training (regular and special education), student and teacher observation, diagnostic evaluations, instructional modeling of strategies and techniques, work with individual students and families, district-wide book studies, coordination of administration of Alternate Assessment, and attendance at regional and state meetings/professional learning activities. This work supports the vision/mission of the district, the goals and objectives of the Comprehensive District Improvement Plan, and the continuous improvement of our district and schools to meet delivery targets in; proficiency, gap, novice reduction, college and career readiness, and graduation rate for students with and without disabilities.</p> <p>The coach also works to insure special education evaluations are conducted within timelines and according to state and federal guidelines.</p>	Behavioral Support Program Parent Involvement Professional Learning Direct Instruction Academic Support Program	07/01/2016	06/30/2017	\$0 - District Funding	Director of Special Education

Activity - PLC Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school calendar has five (5) days included for certified staff to report for school level professional learning. Agendas are developed by principals and correspond to; interventions in place in their buildings from the Instructional Rounds Process, book study, and/or the district professional learning plan.	Professional Learning	07/01/2016	06/30/2017	\$0 - District Funding	Superintendent, Director of Pupil Personnel, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Instructional Coach PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA etc.), professional development, evaluation (certified and classified), assessment (state and local), RtI, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly ninety (90) minute PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, etc.), professional development, evaluation (certified and classified), assessment (state and local), RtI, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p>	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The Erlanger-Elsmere Schools will develop and implement a New Teacher Induction Program annually. The program will include; one six-hour New Teacher Orientation Day, two one-hour professional learning sessions for new teachers, and KTIP teachers participation in the NKCES Regional New Teacher Academy (six two-hour professional learning sessions throughout the year).</p>	Professional Learning Recruitment and Retention	07/01/2016	06/30/2017	\$0 - District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Counselor PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Participants will concentrate on the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded into the content.</p> <p>Monthly one (1) hour meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff in collaboration with Dr. Brett Zyromski. Participants will be required to design and implement targeted, data-based designs within each of their school settings which will be reported, evaluated, and shared in-group on a monthly basis. These intentional delivery strategies will provide expectations for immediate implementation with opportunities for tweaking and re-calibration throughout the entire process.</p>	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Activity - Superintendent Site Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Annual site visits to all schools in the district to meet with staff (certified and classified) for the purpose of; having staff share information related to the school, what's going well and where they may need more assistance, support, or resources. Information from these site visits helps inform the; district professional learning plan, maintenance, curriculum resources/support, RtI processes/procedures, district and school initiatives, and retention of staff (staff voice).</p>	Recruitment and Retention Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendent, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Assistant Principal PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), RtI, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly two (2) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p>	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All district PLC's (Principal, Assistant Principal, Counselor, and Instructional Coach) will read <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i>. Activities will be embedded into all PLC meetings and be led by district administrators. Principals will be asked to submit a plan for implementation of the book study with their staff for the 2017-2018 school year.</p>	Professional Learning	07/01/2016	06/30/2017	\$0 - District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Principal PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), RtI, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly six (6) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p>	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Activity - Protected PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All seven schools have agreed to reserve 2 pm to 3 pm on all district-wide PLC days to allow for grade level and vertical grade PLC meetings.	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

Strategy2:

Continuous Improvement - Focused school and district improvement process that leads to a professional learning plan for certified employees.

Category: Continuous Improvement

Research Cited:

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan.	Professional Learning	07/01/2016	06/30/2017	\$0 - District Funding \$0 - Title II Part A	District Professional Learning Coordinator

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - EES Instructional Rounds Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Professional Learning Academic Support Program Technology Policy and Process Direct Instruction</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0 - District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	<p>The following schools failed to meet all Gap Delivery Targets among the applicable student groups [i.e., Male, Female, White(Non-Hispanic), African American, Hispanic, Asian, Migrant, English Learners, Free/Reduced Priced Meals, Disability - With IEP, and Gap Group (non-duplicated)] in; Combined Reading and Math, Reading, Math, Social Studies, and/or Writing for two consecutive years based on 2014-2015 and 2015-2016 state assessment and accountability results:</p> <p>Arnett Elementary Howell Elementary Lindeman Elementary Miles Elementary Tichenor Middle School Lloyd High School</p>	

Phase I - 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?

In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school and district data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.

The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work).

The district administrative team schedules a Problem of Practice Development meeting with each school administrative team. The district administrative team consists of the Superintendent, Assistant Superintendent, Supervisor of Instruction, and Director of Special Education. The school administrative team is typically the Principal, Assistant Principal/s, Instructional Coach, and Counselor/s

Prior to the Problem of Practice meeting the school team will have met independently and worked through steps 1 - 4 of the Data Analysis 5-Step Process (Question, Data Table, Graphic Representation, Observations). Step 5 of the process is what happens in the Problem of Practice meeting. The Hypotheses of Practice becomes the school's Problem of Practice.

During the Problem of Practice meeting the group works through the Data Goals, Data Indicators, and Problem sections of the Logic Model using the school's Data Analysis [Data Goals - the who, Data Indicators - the what, Problem - the why (Hypotheses of Practice)].

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?

Our state Unbridled Learning Assessment and Accountability results classified the Erlanger-Elsmere School District as a Distinguished School District! These results are an indication of the wonderful work that goes on daily in all of our schools. It also includes the many partnerships and relationships our schools have developed with our students, our parents, and our community. While we celebrate wonderful assessment results, we do not focus on our test scores; we keep the focus on our students.

Our students are at the center of everything we do in the Erlanger-Elsmere School District. Every school in our district has been working on engaging students through research-based practices. We know learning begins and ends with student engagement. When students are truly engaged in learning linked to their interests, learning increases and the possibilities are limitless! We are also involved in a pilot grant with the Northern Kentucky Education Council and the Bill and Melinda Gates Foundation which focuses on building resiliency in our youth. Through this work, we are learning to apply strategies to increase grit and self-efficacy in our students. Equipping students with these skill sets and mindsets will strengthen their abilities to adapt to change and critically solve problems they may face in the workplace and in life. Authentically engaging our students in learning and working to build their resiliency will allow us to individualize learning even more for our students and prepare them for a global, diverse world.

Providing personalized learning which challenges ALL STUDENTS and respects and appreciates their talents, gifts, and diversity is the key to our wonderful assessment results. In addition to the initiatives mentioned above, the Erlanger-Elsmere School District provides many programs and resources that focus on the whole child/ adolescent and the whole family. We are working to ensure we address the social and emotional as well as the academic needs of our students, and we strive to challenge them in ways that will allow them to achieve their individual hopes and dreams. However, we also challenge our students to continue to learn about and appreciate the diversity of others.

All students bring their individual talents, beliefs, and areas for growth with them when they enter our schools. Our goal is to respect and assist ALL of them in developing their gifts while simultaneously helping them eliminate any learning gaps, expectation gaps, and opportunity gaps that may exist for them. We are so very proud of our students. They positively collaborate daily and demonstrate appreciation and respect for one another. They are watching all of us and through the respectful and authentic relationships we have with our parents, our community and within our schools they are seeing wonderful examples of how we should all appreciate and respect our differences.

In the end, we are all much more alike than we are different. As we prepare our students for the world outside of school we are thankful for our wonderful teachers, staff members, community members, and board of education members who show ALL students we value them and are here for them. We owe every student the opportunity to achieve the hopes and dreams that lie within their hearts. Those hopes and dreams are not measured by a specific assessment number, they are evident in the work our students do when they leave our schools and become successful, kind, and contributing members of our world.

Opportunities for Improvement

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

School Problems of Practice are related to; engagement, rigor, systems of academic/behavioral support, and unit/lesson development.

In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.

The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed.

In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).

District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.

This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

District and school administrators collaborate throughout the process. Ownership of Data Analysis and development of the school's Problem of Practice lies with the school administration, but district administrators participate as facilitators and guides for the work based on our own data analysis.

The annual completion of the Logic Model (graphic organizer that includes; Data Goals, Data Indicators, Problem, Interventions, Logistics of Interventions, Evaluation of Interventions, and Evolution of Interventions) is required as evidence to support the PPGES.

School level improvement initiatives are supported through Professional Learning Communities, Positive Behavior Interventions and Supports, and Student and Family Support Systems.

The Instructional Rounds process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.

Conclusion

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

To continue the Instructional Rounds process as described previously. Instructional Rounds allows us to focus our efforts and resources on a single Problem of Practice and develop an "If;Then" statement for focused school and district improvement.

2016-2017 Erlanger-Elsmere Schools Comprehensive District Improvement Plan

Overview

Plan Name

2016-2017 Erlanger-Elsmere Schools Comprehensive District Improvement Plan

Plan Description

2016-2017 Erlanger-Elsmere Schools Comprehensive District Improvement Plan

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 Delivery Targets In; Proficiency, GAP, Novice Reduction, College and Career Readiness, and Graduation Rate by the prescribed KDE deadlines.	Objectives: 4 Strategies: 4 Activities: 30	Organizational	\$0

Goal 1: The Erlanger-Elsmere School District Will Meet Delivery Targets In; Proficiency, GAP, Novice Reduction, College and Career Readiness, and Graduation Rate by the prescribed KDE deadlines.

Measurable Objective 1:

collaborate to ensure that the Erlanger-Elsmere School District meets Proficiency and GAP Delivery Targets in reading and math (Combined Reading and Math 71.4% Proficient/Distinguished, Reading 73% Proficient/Distinguished, and Math 69.8% Proficient/Distinguished) by 05/31/2019 as measured by state assessments.

(shared) Strategy 1:

Continuous Improvement - Focused school and district improvement process that leads to a professional learning plan for certified employees.

Category: Continuous Improvement

Activity - EES Instructional Rounds Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	-------------------	-------------------	------------	-------------------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	Title II Part A, District Funding	District Professional Learning Coordinator

(shared) Strategy 2:

Positive Behavior Interventions and Supports - 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

Activity - District PBIS Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels. 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	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals

Activity - Discipline Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.</p>	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	District PBIS Data Coordinator
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - School PBIS Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.</p>	Behavioral Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School PBIS Teams Tier 1, 2, and 3, Principals or designee
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - PBIS Tiered Fidelity Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.</p>	Behavioral Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - PBIS Self Assessment Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis. Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Behavioral Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
--	----------------------------	------------	------------	-----	---------------------	--

(shared) Strategy 3:

Professional Learning Communities - By providing opportunities for job-alike personnel to meet and collaborate we can; share best practices related to job responsibilities, learn and grow collaboratively and cooperatively within our job responsibilities, remain focused on the district mission/vision, build professional relationships across the district, and support student and staff needs for continuous growth.

Category: Professional Learning & Support

Activity - Principal PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds). Monthly six (6) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Assistant Principal PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly two (2) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Activity - Counselor PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Participants will concentrate on the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded into the content.</p> <p>Monthly one (1) hour meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff in collaboration with Dr. Brett Zyromski. Participants will be required to design and implement targeted, data-based designs within each of their school settings which will be reported, evaluated, and shared in-group on a monthly basis. These intentional delivery strategies will provide expectations for immediate implementation with opportunities for tweaking and re-calibration throughout the entire process.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
--	-----------------------	------------	------------	-----	---------------------	--

Activity - Instructional Coach PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly ninety (90) minute PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
---	-----------------------	------------	------------	-----	---------------------	--

Activity - Protected PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All seven schools have agreed to reserve 2 pm to 3 pm on all district-wide PLC days to allow for grade level and vertical grade PLC meetings.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Superintendent Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual site visits to all schools in the district to meet with staff (certified and classified) for the purpose of; having staff share information related to the school, what's going well and where they may need more assistance, support, or resources. Information from these site visits helps inform the; district professional learning plan, maintenance, curriculum resources/support, RtI processes/procedures, district and school initiatives, and retention of staff (staff voice). Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Principals

Activity - PLC Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school calendar has five (5) days included for certified staff to report for school level professional learning. Agendas are developed by principals and correspond to; interventions in place in their buildings from the Instructional Rounds Process, book study, and/or the district professional learning plan. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Director of Pupil Personnel, Principals

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools will develop and implement a New Teacher Induction Program annually. The program will include; one six-hour New Teacher Orientation Day, two one-hour professional learning sessions for new teachers, and KTIP teachers participation in the NKCES Regional New Teacher Academy (six two-hour professional learning sessions throughout the year). Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District-wide Special Education Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district has established a position of a district-wide Special Education Coach. This coach provides embedded PLC support and training within the schools. The coaches' work includes, but is not limited to; teacher training (regular and special education), student and teacher observation, diagnostic evaluations, instructional modeling of strategies and techniques, work with individual students and families, district-wide book studies, coordination of administration of Alternate Assessment, and attendance at regional and state meetings/professional learning activities. This work supports the vision/mission of the district, the goals and objectives of the Comprehensive District Improvement Plan, and the continuous improvement of our district and schools to meet delivery targets in; proficiency, gap, novice reduction, college and career readiness, and graduation rate for students with and without disabilities.</p> <p>The coach also works to insure special education evaluations are conducted within timelines and according to state and federal guidelines.</p> <p>Schools: All Schools</p>	Professional Learning, Behavioral Support Program, Direct Instruction, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	District Funding	Director of Special Education

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All district PLC's (Principal, Assistant Principal, Counselor, and Instructional Coach) will read Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom. Activities will be embedded into all PLC meetings and be led by district administrators. Principals will be asked to submit a plan for implementation of the book study with their staff for the 2017-2018 school year.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

(shared) Strategy 4:

System of Student and Family Support - Our Vision: Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential. Our mission: It is the mission of the Erlanger-Elsmere School District to embrace and attend to the individual needs of our students students, regardless of the obstacles.

The systems of student and family support we have in place bring that vision and mission to life. Taking a whole child approach to education has enabled us to make strides in closing achievement gaps and improving educational outcomes for our students.

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

The activities connected to this strategy will provide details of initiatives and programs related to that whole child approach.

Category: Persistence to Graduation

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Intentional and ongoing efforts to cultivate community partnerships that will enhance and supplement district resources to meet the district's vision and mission. Community partnerships include, but are not limited to:</p> <p>Children's Home of Northern Kentucky</p> <ul style="list-style-type: none"> • Champions Northern Kentucky Cooperative for Educational Services • Regional Schools Program <p>The Point of Northern Kentucky Diocesan Children's Home Department of Vocational Rehabilitation E3C</p> <ul style="list-style-type: none"> • Children's Inc. • United Way • Skyward • Northern Kentucky Community Action Committee (Head Start) <p>Brighton Center</p> <ul style="list-style-type: none"> • CET • STEP Forward <p>The Cabinet for Health and Family Services NorthKey Catholic Charities Counseling and Diagnostic Center Family Nurturing Center Mebs and Associates Juvenile Justice Grant (Grades 6-8 only) Positive Pathways St. Elizabeth Behavioral Therapeutic Collaborative The Ridge The City of Erlanger The City of Elsmere Erlanger Police Department Elsmere Police Department Erlanger Fire Department Elsmere Fire Department Department of Homeland Security Kentucky Center for School Safety Kentucky Center for Instructional Discipline Lincoln Grant Scholar House Northern Kentucky Educational Council Navigo Northern Kentucky University Thomas More College Gateway Community College 4C for Children Northern Kentucky Association of Gifted Educators Erlanger Lions</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, Families in Transition Coordinator</p>
--	---	-------------------	-------------------	------------	----------------------------	---

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Health Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Erlanger-Elsmere Schools and HealthPoint Family Care are pleased to partner and offer school based health services to your student (s) at school. School immunizations, physical exams, sport physicals, sick care, dental services and referrals to mental health are available. HealthPoint is a private, nonprofit, medical and dental practice. Any student (or under school-aged sibling) is able to access services. Medical and dental services are available on Mondays and Wednesdays from 8:00 AM through 3:00 PM.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Community Engagement, Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, District Health Coordinator

Activity - FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>These school-based centers are designed to help students attain academic success by connecting students and their family members to resources within the school and community.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Grant Funds	Superintendent, Director of Pupil Personnel, Family Resource and Youth Service Center Directors

Activity - Evidence Based Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Counselors district-wide will implement the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded.</p>	<p>Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, Principals</p>
<p>Schools: All Schools</p>						

Activity - Early Learning Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Erlanger-Elsmere Schools is proud to be a part of Pre-K Works, a collaborative of stakeholders led in partnership by Skyward and Success By 6® united by a vision for high-quality early learning experiences for all 3 and 4 year olds, including young students with disabilities. By working together, we can more readily achieve our vision for a stronger community with a high quality of life for all.</p> <p>Children, Inc Located at Lloyd H.S. Open to 2-5 year old pre-k children of families who reside in Erlanger.</p> <p>Erlanger-Elsmere Preschool Preschool Center at Arnett Elementary & Lloyd H.S. This preschool serves the entire school district. 3 to 4 year olds who qualify receive free preschool services. This includes students considered at-risk and students with disabilities.</p> <p>Head Start Elsmere Center Serves children ages 3 to 4 years of age who qualify.</p> <p>Born Learning Academy Sessions are offered to any resident and their child. A meal and child care are provided. Local community schools and organizations host the sessions.</p> <p>Toddler School at Arnett Elementary For parents with children ages 12 months to 36 months. Children and their parents are invited to participate in this weekly program lasting an hour. Activities include literacy circle, play time, music and art. Sessions are open to the public.</p> <p>United Way, Success By 6 This web site offers valuable information to help you get your child ready for school and life in addition to links to local and national resources.</p> <p>Me and My School This fun summer program will be at all Erlanger-Elsmere elementary schools this summer! It is for incoming kindergarten students and is invaluable in helping little ones get ready for school. Contact your child's school for additional details.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Supervisor of Instruction, Director of Special Education, Pre-school Director</p>
--	---	-------------------	-------------------	------------	-------------------------	--

Activity - Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The special education and general education faculty and staff of the Erlanger-Elsmere School District work together to meet the needs of all students, including all students with disabilities. The special education faculty and staff in particular work to meet the unique needs of the students with disabilities through individualized education programs. These programs provide the needed specially designed instruction, along with the accommodations and supports needed by the student to develop to his or her fullest potential.</p> <p>The faculty and staff of the Erlanger-Elsmere School District work together as a school-based team to meet individual students where they are in the learning process, and then move them forward toward success. Additionally, the district strives to create a strong and positive partnership, that includes the student and family as important members, to support the continued learning of each student.</p> <p>Services</p> <p>Special Education provides instruction to meet the specific educational needs of children with disabilities in such areas as curriculum, methodology, materials and trained teachers. It also involves remedial and supportive services required to assist exceptional students in taking advantage of, or responding to, educational opportunities or programs. These services may be integrated with, or provided in addition to, those services included in regular education. Specific special education services are provided according to the Kentucky State Guidelines for students in qualifying categories of disability.</p> <p>The Erlanger-Elsmere School District is an active member of the Northern Kentucky Cooperative for Special Education. Through this membership, the district is able to work collaboratively with other school districts for the benefit of our students and teachers by providing additional professional development opportunities for both general and special education teachers. The Northern Kentucky Cooperative for Special Education Services also provides members with instructional coaching for particular disabilities along with consultation and technical assistance that fosters continued learning for all students.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>IDEA</p>	<p>Superintendent, Director of Special Education, Pre-school Director</p>
---	---	-------------------	-------------------	------------	-------------	---

Activity - English Language Learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The program for English language learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, State and Federal mandates, as well as parent request.</p> <p>The district will accommodate Limited English Proficient students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, district ESL coordinator input, and the student's ESL teacher. The district is committed to ensuring a quality education for all students.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title III</p>	<p>Superintendent, ELL Coordinator</p>
---	---	-------------------	-------------------	------------	------------------	--

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>During the summer months, all children ages 1-18 living in Erlanger Elsmere are invited to stop by for breakfast and lunch free of charge. Adults, 19 or older will be charged a small fee. During the school year, students and family members can stay after school to enjoy a meal at participating locations. Beginning with the 2016-17 school year, the Erlanger-Elsmere School District will take part in the Community Eligibility Program.</p> <p>The Home & School Connection e-newsletter is a service of the Erlanger-Elsmere School District Title I department.</p> <p>Our engage shines a spotlight on the latest educational news and feature stories pertaining to our schools, students, teachers, and administrators. Also included are community activities. A hard-copy engage is sent to every resident within the district's boundaries quarterly and the engage e-newsletter goes out monthly.</p> <p>The Annual Block Party, coordinated by the FRYSC Directors, engages families in an outdoor venue with opportunities to learn about the district's schools, extra curricular activities, community resources, pre-school opportunities, etc. in a fun-filled, carnival-like event.</p> <p>Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy option that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.</p> <p>Families in Transitions Coordinator and the FRYSC Directors collaborated on the development of a Resource Guide for families.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, FIT Coordinator, Food Service Director, Principals, FRYSC</p>
---	---	-------------------	-------------------	------------	-----------------------	--

Activity - Families in Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Families with students attending EES and living with friends, family members or in temporary housing due to an emergency such as domestic violence, a natural disaster or lack of financial stability, can qualify for a variety of support services.</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Superintendent, Director of Pupil Personnel, Families in Transition Coordinator</p>
<p>Schools: All Schools</p>						

Activity - Alternative Education Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Bartlett Educational Center serves as a Tier 3 academic and behavioral intervention for students in grades 6 through 12. Staff provide academic and behavioral counseling and supports with the goal of the student transitioning back to his or her home school once academic and/or behavioral goals have been met. Each transition is unique and supports are pulled gently over time during the transition period.</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Director of Pupil Personnel, Principal, Assistant Principal, School Staff</p>
<p>Regional Schools Program is a unique and separate school program established through the collaborative efforts of several Northern Kentucky school districts. Students with disabilities whose behavioral and/or social emotional needs warrant a smaller, more therapeutic setting can be placed at this program through the appropriate ARC process. The smaller school and class settings with individual and school-wide behavioral supports, along with embedded therapy, is appropriate for these students to learn and utilize successful coping skills while progressing academically. Regional Schools Program was recently named an Alternative School of Distinction by the Kentucky Department of Education.</p>						
<p>Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center</p>						

Activity - State and Federal Grants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The Erlanger-Elsmere Schools will actively pursue state and federal grants that will support the vision and mission of the district and schools. Examples include, but are not limited to:</p> <p>PRESCHOOL PARTNERSHIP GRANT-TIER 2 KHEAA DUAL CREDIT STEWART B MCKINNEY HOMELESS GRANT NORTHERN KENTUCKY WELLNESS ALLIANCE PHYSICAL EDUCATION PROGRAM ELEMENTARY AND SECONDARY SCHOOL COUNSELING GRANT HOWELL COUNSELING GRANT TICHENOR YOUTH SERVICE CENTER GRANT LLOYD YOUTH SERVICE CENTER GRANT AHL FAMILY RESOURCE CENTER GRANT MILES FAMILY RESOURCE CENTER GRANT EXTENDED SCHOOL SERVICES GRANT GIFTED & TALENTED GRANT PRESCHOOL GRANT PROFESSIONAL DEVELOPMENT GRANT INSTRUCTIONAL RESOURCES GRANT (TEXTBOOKS) TECHNOLOGY GRANT SAFE SCHOOLS GRANT TITLE I TITLE VI B EARLY CHILDHOOD GRANT TITLE II TITLE III DFC GRANT (DRUG FREE COMMUNITIES GRANT) EBSB TEACHER SUPPLEMENTS</p> <p>Active Grants</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, CIO, Food Service Director, FIT Coordinator, FRYSC Directors, NKCES Grant Consortium</p>
---	---	-------------------	-------------------	------------	--------------------	--

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>District-wide implementation of academic and behavioral supports are established through Response to Intervention processes at each school. Rtl teams meet regularly at each school to review academic and behavioral data on students and their learning. Tiered interventions are utilized for students when needed and their individual progress is monitored. These teams include; principal, assistant principals, counselors, instructional coaches, along with general and special education teachers. When appropriate additional members are a part of the process, such as ESL staff and district personnel (Director of Special Education and the District Special Education Coach). As students progress is monitored team decisions are made to potentially continue interventions or consider evaluations for potential special education services. A district Rtl Handbook has been developed and is utilized in schools as a tool. The handbook includes flowcharts, appropriate forms, and a protocol/fidelity checklist for the documentation of the Rtl process.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Direct Instruction, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Special Education Coach, school administrative teams, teachers</p>
--	---	-------------------	-------------------	------------	----------------------------	--

Activity - Transition to Adult Life	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Director Special Education, District-wide Special Education Coach, and the high school administrative team provide intentional and focused activities and supports for the successful transition from high school to adult life for students with disabilities. Activities and supports include, but are not limited to; work with the Department of Vocational Rehabilitation, IEP/ILP support, partnerships with transition agencies (The Point, New Perceptions, BAYWAC), and community businesses. Opportunities for work experiences for students with disabilities are in place within the district and community. The Director of Special Education is coordinating ongoing efforts toward the implementation of College and Career Readiness indicators for students participating in the Alternative Assessment.</p> <p>Schools: Lloyd High School</p>	<p>Professional Learning, Career Preparation/Orientation, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Special Education, District-wide Special Education Coach, High School Administrative Team</p>

Measurable Objective 2:

collaborate to increase the graduation rate to 92.4 by 05/31/2020 as measured by state indicators of graduation rate.

(shared) Strategy 1:

Continuous Improvement - Focused school and district improvement process that leads to a professional learning plan for certified employees.

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Category: Continuous Improvement

Activity - EES Instructional Rounds Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	-------------------	-------------------	------------	-------------------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	Title II Part A, District Funding	District Professional Learning Coordinator

(shared) Strategy 2:

Positive Behavior Interventions and Supports - 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

Activity - District PBIS Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels. 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	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals

Activity - Discipline Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.</p>	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	District PBIS Data Coordinator
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - School PBIS Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.</p>	Behavioral Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School PBIS Teams Tier 1, 2, and 3, Principals or designee
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - PBIS Tiered Fidelity Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.</p>	Behavioral Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - PBIS Self Assessment Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis. Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Behavioral Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
--	----------------------------	------------	------------	-----	---------------------	--

(shared) Strategy 3:

Professional Learning Communities - By providing opportunities for job-alike personnel to meet and collaborate we can; share best practices related to job responsibilities, learn and grow collaboratively and cooperatively within our job responsibilities, remain focused on the district mission/vision, build professional relationships across the district, and support student and staff needs for continuous growth.

Category: Professional Learning & Support

Activity - Principal PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds). Monthly six (6) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Assistant Principal PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly two (2) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Activity - Counselor PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Participants will concentrate on the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded into the content.</p> <p>Monthly one (1) hour meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff in collaboration with Dr. Brett Zyromski. Participants will be required to design and implement targeted, data-based designs within each of their school settings which will be reported, evaluated, and shared in-group on a monthly basis. These intentional delivery strategies will provide expectations for immediate implementation with opportunities for tweaking and re-calibration throughout the entire process.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
--	-----------------------	------------	------------	-----	---------------------	--

Activity - Instructional Coach PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly ninety (90) minute PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
---	-----------------------	------------	------------	-----	---------------------	--

Activity - Protected PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All seven schools have agreed to reserve 2 pm to 3 pm on all district-wide PLC days to allow for grade level and vertical grade PLC meetings.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Superintendent Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual site visits to all schools in the district to meet with staff (certified and classified) for the purpose of; having staff share information related to the school, what's going well and where they may need more assistance, support, or resources. Information from these site visits helps inform the; district professional learning plan, maintenance, curriculum resources/support, RtI processes/procedures, district and school initiatives, and retention of staff (staff voice). Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Principals

Activity - PLC Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school calendar has five (5) days included for certified staff to report for school level professional learning. Agendas are developed by principals and correspond to; interventions in place in their buildings from the Instructional Rounds Process, book study, and/or the district professional learning plan. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Director of Pupil Personnel, Principals

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools will develop and implement a New Teacher Induction Program annually. The program will include; one six-hour New Teacher Orientation Day, two one-hour professional learning sessions for new teachers, and KTIP teachers participation in the NKCES Regional New Teacher Academy (six two-hour professional learning sessions throughout the year). Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District-wide Special Education Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district has established a position of a district-wide Special Education Coach. This coach provides embedded PLC support and training within the schools. The coaches' work includes, but is not limited to; teacher training (regular and special education), student and teacher observation, diagnostic evaluations, instructional modeling of strategies and techniques, work with individual students and families, district-wide book studies, coordination of administration of Alternate Assessment, and attendance at regional and state meetings/professional learning activities. This work supports the vision/mission of the district, the goals and objectives of the Comprehensive District Improvement Plan, and the continuous improvement of our district and schools to meet delivery targets in; proficiency, gap, novice reduction, college and career readiness, and graduation rate for students with and without disabilities.</p> <p>The coach also works to insure special education evaluations are conducted within timelines and according to state and federal guidelines.</p> <p>Schools: All Schools</p>	Professional Learning, Behavioral Support Program, Direct Instruction, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	District Funding	Director of Special Education

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All district PLC's (Principal, Assistant Principal, Counselor, and Instructional Coach) will read <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i>. Activities will be embedded into all PLC meetings and be led by district administrators. Principals will be asked to submit a plan for implementation of the book study with their staff for the 2017-2018 school year.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

(shared) Strategy 4:

System of Student and Family Support - Our Vision: Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential. Our mission: It is the mission of the Erlanger-Elsmere School District to embrace and attend to the individual needs of our students students, regardless of the obstacles.

The systems of student and family support we have in place bring that vision and mission to life. Taking a whole child approach to education has enabled us to make strides in closing achievement gaps and improving educational outcomes for our students.

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

The activities connected to this strategy will provide details of initiatives and programs related to that whole child approach.

Category: Persistence to Graduation

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Intentional and ongoing efforts to cultivate community partnerships that will enhance and supplement district resources to meet the district's vision and mission. Community partnerships include, but are not limited to:</p> <p>Children's Home of Northern Kentucky</p> <ul style="list-style-type: none"> • Champions Northern Kentucky Cooperative for Educational Services • Regional Schools Program <p>The Point of Northern Kentucky Diocesan Children's Home Department of Vocational Rehabilitation E3C</p> <ul style="list-style-type: none"> • Children's Inc. • United Way • Skyward • Northern Kentucky Community Action Committee (Head Start) <p>Brighton Center</p> <ul style="list-style-type: none"> • CET • STEP Forward <p>The Cabinet for Health and Family Services NorthKey Catholic Charities Counseling and Diagnostic Center Family Nurturing Center Mebs and Associates Juvenile Justice Grant (Grades 6-8 only) Positive Pathways St. Elizabeth Behavioral Therapeutic Collaborative The Ridge The City of Erlanger The City of Elsmere Erlanger Police Department Elsmere Police Department Erlanger Fire Department Elsmere Fire Department Department of Homeland Security Kentucky Center for School Safety Kentucky Center for Instructional Discipline Lincoln Grant Scholar House Northern Kentucky Educational Council Navigo Northern Kentucky University Thomas More College Gateway Community College 4C for Children Northern Kentucky Association of Gifted Educators Erlanger Lions</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, Families in Transition Coordinator</p>
--	---	-------------------	-------------------	------------	----------------------------	---

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Health Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Erlanger-Elsmere Schools and HealthPoint Family Care are pleased to partner and offer school based health services to your student (s) at school. School immunizations, physical exams, sport physicals, sick care, dental services and referrals to mental health are available. HealthPoint is a private, nonprofit, medical and dental practice. Any student (or under school-aged sibling) is able to access services. Medical and dental services are available on Mondays and Wednesdays from 8:00 AM through 3:00 PM.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Community Engagement, Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, District Health Coordinator

Activity - FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>These school-based centers are designed to help students attain academic success by connecting students and their family members to resources within the school and community.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Grant Funds	Superintendent, Director of Pupil Personnel, Family Resource and Youth Service Center Directors

Activity - Evidence Based Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Counselors district-wide will implement the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded.</p>	<p>Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, Principals</p>
<p>Schools: All Schools</p>						

Activity - Early Learning Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Erlanger-Elsmere Schools is proud to be a part of Pre-K Works, a collaborative of stakeholders led in partnership by Skyward and Success By 6® united by a vision for high-quality early learning experiences for all 3 and 4 year olds, including young students with disabilities. By working together, we can more readily achieve our vision for a stronger community with a high quality of life for all.</p> <p>Children, Inc Located at Lloyd H.S. Open to 2-5 year old pre-k children of families who reside in Erlanger.</p> <p>Erlanger-Elsmere Preschool Preschool Center at Arnett Elementary & Lloyd H.S. This preschool serves the entire school district. 3 to 4 year olds who qualify receive free preschool services. This includes students considered at-risk and students with disabilities.</p> <p>Head Start Elsmere Center Serves children ages 3 to 4 years of age who qualify.</p> <p>Born Learning Academy Sessions are offered to any resident and their child. A meal and child care are provided. Local community schools and organizations host the sessions.</p> <p>Toddler School at Arnett Elementary For parents with children ages 12 months to 36 months. Children and their parents are invited to participate in this weekly program lasting an hour. Activities include literacy circle, play time, music and art. Sessions are open to the public.</p> <p>United Way, Success By 6 This web site offers valuable information to help you get your child ready for school and life in addition to links to local and national resources.</p> <p>Me and My School This fun summer program will be at all Erlanger-Elsmere elementary schools this summer! It is for incoming kindergarten students and is invaluable in helping little ones get ready for school. Contact your child's school for additional details.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Supervisor of Instruction, Director of Special Education, Pre-school Director</p>
--	---	-------------------	-------------------	------------	-------------------------	--

Activity - Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The special education and general education faculty and staff of the Erlanger-Elsmere School District work together to meet the needs of all students, including all students with disabilities. The special education faculty and staff in particular work to meet the unique needs of the students with disabilities through individualized education programs. These programs provide the needed specially designed instruction, along with the accommodations and supports needed by the student to develop to his or her fullest potential.</p> <p>The faculty and staff of the Erlanger-Elsmere School District work together as a school-based team to meet individual students where they are in the learning process, and then move them forward toward success. Additionally, the district strives to create a strong and positive partnership, that includes the student and family as important members, to support the continued learning of each student.</p> <p>Services</p> <p>Special Education provides instruction to meet the specific educational needs of children with disabilities in such areas as curriculum, methodology, materials and trained teachers. It also involves remedial and supportive services required to assist exceptional students in taking advantage of, or responding to, educational opportunities or programs. These services may be integrated with, or provided in addition to, those services included in regular education. Specific special education services are provided according to the Kentucky State Guidelines for students in qualifying categories of disability.</p> <p>The Erlanger-Elsmere School District is an active member of the Northern Kentucky Cooperative for Special Education. Through this membership, the district is able to work collaboratively with other school districts for the benefit of our students and teachers by providing additional professional development opportunities for both general and special education teachers. The Northern Kentucky Cooperative for Special Education Services also provides members with instructional coaching for particular disabilities along with consultation and technical assistance that fosters continued learning for all students.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>IDEA</p>	<p>Superintendent, Director of Special Education, Pre-school Director</p>
---	---	-------------------	-------------------	------------	-------------	---

Activity - English Language Learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The program for English language learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, State and Federal mandates, as well as parent request.</p> <p>The district will accommodate Limited English Proficient students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, district ESL coordinator input, and the student's ESL teacher. The district is committed to ensuring a quality education for all students.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title III</p>	<p>Superintendent, ELL Coordinator</p>
---	---	-------------------	-------------------	------------	------------------	--

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>During the summer months, all children ages 1-18 living in Erlanger Elsmere are invited to stop by for breakfast and lunch free of charge. Adults, 19 or older will be charged a small fee. During the school year, students and family members can stay after school to enjoy a meal at participating locations. Beginning with the 2016-17 school year, the Erlanger-Elsmere School District will take part in the Community Eligibility Program.</p> <p>The Home & School Connection e-newsletter is a service of the Erlanger-Elsmere School District Title I department.</p> <p>Our engage shines a spotlight on the latest educational news and feature stories pertaining to our schools, students, teachers, and administrators. Also included are community activities. A hard-copy engage is sent to every resident within the district's boundaries quarterly and the engage e-newsletter goes out monthly.</p> <p>The Annual Block Party, coordinated by the FRYSC Directors, engages families in an outdoor venue with opportunities to learn about the district's schools, extra curricular activities, community resources, pre-school opportunities, etc. in a fun-filled, carnival-like event.</p> <p>Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy option that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.</p> <p>Families in Transitions Coordinator and the FRYSC Directors collaborated on the development of a Resource Guide for families.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, FIT Coordinator, Food Service Director, Principals, FRYSC</p>
---	---	-------------------	-------------------	------------	-----------------------	--

Activity - Families in Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Families with students attending EES and living with friends, family members or in temporary housing due to an emergency such as domestic violence, a natural disaster or lack of financial stability, can qualify for a variety of support services.</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Superintendent, Director of Pupil Personnel, Families in Transition Coordinator</p>
<p>Schools: All Schools</p>						

Activity - Alternative Education Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Bartlett Educational Center serves as a Tier 3 academic and behavioral intervention for students in grades 6 through 12. Staff provide academic and behavioral counseling and supports with the goal of the student transitioning back to his or her home school once academic and/or behavioral goals have been met. Each transition is unique and supports are pulled gently over time during the transition period.</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Director of Pupil Personnel, Principal, Assistant Principal, School Staff</p>
<p>Regional Schools Program is a unique and separate school program established through the collaborative efforts of several Northern Kentucky school districts. Students with disabilities whose behavioral and/or social emotional needs warrant a smaller, more therapeutic setting can be placed at this program through the appropriate ARC process. The smaller school and class settings with individual and school-wide behavioral supports, along with embedded therapy, is appropriate for these students to learn and utilize successful coping skills while progressing academically. Regional Schools Program was recently named an Alternative School of Distinction by the Kentucky Department of Education.</p>						
<p>Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center</p>						

Activity - State and Federal Grants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The Erlanger-Elsmere Schools will actively pursue state and federal grants that will support the vision and mission of the district and schools. Examples include, but are not limited to:</p> <p>PRESCHOOL PARTNERSHIP GRANT-TIER 2 KHEAA DUAL CREDIT STEWART B MCKINNEY HOMELESS GRANT NORTHERN KENTUCKY WELLNESS ALLIANCE PHYSICAL EDUCATION PROGRAM ELEMENTARY AND SECONDARY SCHOOL COUNSELING GRANT HOWELL COUNSELING GRANT TICHENOR YOUTH SERVICE CENTER GRANT LLOYD YOUTH SERVICE CENTER GRANT AHL FAMILY RESOURCE CENTER GRANT MILES FAMILY RESOURCE CENTER GRANT EXTENDED SCHOOL SERVICES GRANT GIFTED & TALENTED GRANT PRESCHOOL GRANT PROFESSIONAL DEVELOPMENT GRANT INSTRUCTIONAL RESOURCES GRANT (TEXTBOOKS) TECHNOLOGY GRANT SAFE SCHOOLS GRANT TITLE I TITLE VI B EARLY CHILDHOOD GRANT TITLE II TITLE III DFC GRANT (DRUG FREE COMMUNITIES GRANT) EBSB TEACHER SUPPLEMENTS</p> <p>Active Grants</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, CIO, Food Service Director, FIT Coordinator, FRYSC Directors, NKCES Grant Consortium</p>
---	---	-------------------	-------------------	------------	--------------------	--

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>District-wide implementation of academic and behavioral supports are established through Response to Intervention processes at each school. Rtl teams meet regularly at each school to review academic and behavioral data on students and their learning. Tiered interventions are utilized for students when needed and their individual progress is monitored. These teams include; principal, assistant principals, counselors, instructional coaches, along with general and special education teachers. When appropriate additional members are a part of the process, such as ESL staff and district personnel (Director of Special Education and the District Special Education Coach). As students progress is monitored team decisions are made to potentially continue interventions or consider evaluations for potential special education services. A district Rtl Handbook has been developed and is utilized in schools as a tool. The handbook includes flowcharts, appropriate forms, and a protocol/fidelity checklist for the documentation of the Rtl process.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Direct Instruction, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Special Education Coach, school administrative teams, teachers</p>
--	---	-------------------	-------------------	------------	----------------------------	--

Activity - Transition to Adult Life	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Director Special Education, District-wide Special Education Coach, and the high school administrative team provide intentional and focused activities and supports for the successful transition from high school to adult life for students with disabilities. Activities and supports include, but are not limited to; work with the Department of Vocational Rehabilitation, IEP/ILP support, partnerships with transition agencies (The Point, New Perceptions, BAYWAC), and community businesses. Opportunities for work experiences for students with disabilities are in place within the district and community. The Director of Special Education is coordinating ongoing efforts toward the implementation of College and Career Readiness indicators for students participating in the Alternative Assessment.</p> <p>Schools: Lloyd High School</p>	<p>Professional Learning, Career Preparation/Orientation, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Special Education, District-wide Special Education Coach, High School Administrative Team</p>

Measurable Objective 3:

collaborate to increase the percentage of students that are college/career ready to 84.2 by 05/31/2017 as measured by state indicators of college and career readiness.

(shared) Strategy 1:

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Continuous Improvement - Focused school and district improvement process that leads to a professional learning plan for certified employees.

Category: Continuous Improvement

Activity - EES Instructional Rounds Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	-------------------	-------------------	------------	-------------------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	Title II Part A, District Funding	District Professional Learning Coordinator

(shared) Strategy 2:

Positive Behavior Interventions and Supports - 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

Activity - District PBIS Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels. 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	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals

Activity - Discipline Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.</p>	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	District PBIS Data Coordinator
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - School PBIS Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.</p>	Behavioral Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School PBIS Teams Tier 1, 2, and 3, Principals or designee
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - PBIS Tiered Fidelity Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.</p>	Behavioral Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - PBIS Self Assessment Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis. Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Behavioral Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
--	----------------------------	------------	------------	-----	---------------------	--

(shared) Strategy 3:

Professional Learning Communities - By providing opportunities for job-alike personnel to meet and collaborate we can; share best practices related to job responsibilities, learn and grow collaboratively and cooperatively within our job responsibilities, remain focused on the district mission/vision, build professional relationships across the district, and support student and staff needs for continuous growth.

Category: Professional Learning & Support

Activity - Principal PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds). Monthly six (6) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Assistant Principal PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly two (2) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Activity - Counselor PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Participants will concentrate on the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded into the content.</p> <p>Monthly one (1) hour meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff in collaboration with Dr. Brett Zyromski. Participants will be required to design and implement targeted, data-based designs within each of their school settings which will be reported, evaluated, and shared in-group on a monthly basis. These intentional delivery strategies will provide expectations for immediate implementation with opportunities for tweaking and re-calibration throughout the entire process.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
--	-----------------------	------------	------------	-----	---------------------	--

Activity - Instructional Coach PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly ninety (90) minute PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
---	-----------------------	------------	------------	-----	---------------------	--

Activity - Protected PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All seven schools have agreed to reserve 2 pm to 3 pm on all district-wide PLC days to allow for grade level and vertical grade PLC meetings.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Superintendent Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual site visits to all schools in the district to meet with staff (certified and classified) for the purpose of; having staff share information related to the school, what's going well and where they may need more assistance, support, or resources. Information from these site visits helps inform the; district professional learning plan, maintenance, curriculum resources/support, RtI processes/procedures, district and school initiatives, and retention of staff (staff voice). Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Principals

Activity - PLC Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school calendar has five (5) days included for certified staff to report for school level professional learning. Agendas are developed by principals and correspond to; interventions in place in their buildings from the Instructional Rounds Process, book study, and/or the district professional learning plan. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Director of Pupil Personnel, Principals

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools will develop and implement a New Teacher Induction Program annually. The program will include; one six-hour New Teacher Orientation Day, two one-hour professional learning sessions for new teachers, and KTIP teachers participation in the NKCES Regional New Teacher Academy (six two-hour professional learning sessions throughout the year). Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District-wide Special Education Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district has established a position of a district-wide Special Education Coach. This coach provides embedded PLC support and training within the schools. The coaches' work includes, but is not limited to; teacher training (regular and special education), student and teacher observation, diagnostic evaluations, instructional modeling of strategies and techniques, work with individual students and families, district-wide book studies, coordination of administration of Alternate Assessment, and attendance at regional and state meetings/professional learning activities. This work supports the vision/mission of the district, the goals and objectives of the Comprehensive District Improvement Plan, and the continuous improvement of our district and schools to meet delivery targets in; proficiency, gap, novice reduction, college and career readiness, and graduation rate for students with and without disabilities.</p> <p>The coach also works to insure special education evaluations are conducted within timelines and according to state and federal guidelines.</p> <p>Schools: All Schools</p>	Professional Learning, Behavioral Support Program, Direct Instruction, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	District Funding	Director of Special Education

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All district PLC's (Principal, Assistant Principal, Counselor, and Instructional Coach) will read Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom. Activities will be embedded into all PLC meetings and be led by district administrators. Principals will be asked to submit a plan for implementation of the book study with their staff for the 2017-2018 school year.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

(shared) Strategy 4:

System of Student and Family Support - Our Vision: Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential. Our mission: It is the mission of the Erlanger-Elsmere School District to embrace and attend to the individual needs of our students students, regardless of the obstacles.

The systems of student and family support we have in place bring that vision and mission to life. Taking a whole child approach to education has enabled us to make strides in closing achievement gaps and improving educational outcomes for our students.

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

The activities connected to this strategy will provide details of initiatives and programs related to that whole child approach.

Category: Persistence to Graduation

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Intentional and ongoing efforts to cultivate community partnerships that will enhance and supplement district resources to meet the district's vision and mission. Community partnerships include, but are not limited to:</p> <p>Children's Home of Northern Kentucky</p> <ul style="list-style-type: none"> • Champions Northern Kentucky Cooperative for Educational Services • Regional Schools Program <p>The Point of Northern Kentucky Diocesan Children's Home Department of Vocational Rehabilitation E3C</p> <ul style="list-style-type: none"> • Children's Inc. • United Way • Skyward • Northern Kentucky Community Action Committee (Head Start) <p>Brighton Center</p> <ul style="list-style-type: none"> • CET • STEP Forward <p>The Cabinet for Health and Family Services NorthKey Catholic Charities Counseling and Diagnostic Center Family Nurturing Center Mebs and Associates Juvenile Justice Grant (Grades 6-8 only) Positive Pathways St. Elizabeth Behavioral Therapeutic Collaborative The Ridge The City of Erlanger The City of Elsmere Erlanger Police Department Elsmere Police Department Erlanger Fire Department Elsmere Fire Department Department of Homeland Security Kentucky Center for School Safety Kentucky Center for Instructional Discipline Lincoln Grant Scholar House Northern Kentucky Educational Council Navigo Northern Kentucky University Thomas More College Gateway Community College 4C for Children Northern Kentucky Association of Gifted Educators Erlanger Lions</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, Families in Transition Coordinator</p>
--	---	-------------------	-------------------	------------	----------------------------	---

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Health Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Erlanger-Elsmere Schools and HealthPoint Family Care are pleased to partner and offer school based health services to your student (s) at school. School immunizations, physical exams, sport physicals, sick care, dental services and referrals to mental health are available. HealthPoint is a private, nonprofit, medical and dental practice. Any student (or under school-aged sibling) is able to access services. Medical and dental services are available on Mondays and Wednesdays from 8:00 AM through 3:00 PM.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Community Engagement, Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, District Health Coordinator

Activity - FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>These school-based centers are designed to help students attain academic success by connecting students and their family members to resources within the school and community.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Grant Funds	Superintendent, Director of Pupil Personnel, Family Resource and Youth Service Center Directors

Activity - Evidence Based Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Counselors district-wide will implement the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded.</p>	<p>Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, Principals</p>
<p>Schools: All Schools</p>						

Activity - Early Learning Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Erlanger-Elsmere Schools is proud to be a part of Pre-K Works, a collaborative of stakeholders led in partnership by Skyward and Success By 6® united by a vision for high-quality early learning experiences for all 3 and 4 year olds, including young students with disabilities. By working together, we can more readily achieve our vision for a stronger community with a high quality of life for all.</p> <p>Children, Inc Located at Lloyd H.S. Open to 2-5 year old pre-k children of families who reside in Erlanger.</p> <p>Erlanger-Elsmere Preschool Preschool Center at Arnett Elementary & Lloyd H.S. This preschool serves the entire school district. 3 to 4 year olds who qualify receive free preschool services. This includes students considered at-risk and students with disabilities.</p> <p>Head Start Elsmere Center Serves children ages 3 to 4 years of age who qualify.</p> <p>Born Learning Academy Sessions are offered to any resident and their child. A meal and child care are provided. Local community schools and organizations host the sessions.</p> <p>Toddler School at Arnett Elementary For parents with children ages 12 months to 36 months. Children and their parents are invited to participate in this weekly program lasting an hour. Activities include literacy circle, play time, music and art. Sessions are open to the public.</p> <p>United Way, Success By 6 This web site offers valuable information to help you get your child ready for school and life in addition to links to local and national resources.</p> <p>Me and My School This fun summer program will be at all Erlanger-Elsmere elementary schools this summer! It is for incoming kindergarten students and is invaluable in helping little ones get ready for school. Contact your child's school for additional details.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Supervisor of Instruction, Director of Special Education, Pre-school Director</p>
--	---	-------------------	-------------------	------------	-------------------------	--

Activity - Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The special education and general education faculty and staff of the Erlanger-Elsmere School District work together to meet the needs of all students, including all students with disabilities. The special education faculty and staff in particular work to meet the unique needs of the students with disabilities through individualized education programs. These programs provide the needed specially designed instruction, along with the accommodations and supports needed by the student to develop to his or her fullest potential.</p> <p>The faculty and staff of the Erlanger-Elsmere School District work together as a school-based team to meet individual students where they are in the learning process, and then move them forward toward success. Additionally, the district strives to create a strong and positive partnership, that includes the student and family as important members, to support the continued learning of each student.</p> <p>Services</p> <p>Special Education provides instruction to meet the specific educational needs of children with disabilities in such areas as curriculum, methodology, materials and trained teachers. It also involves remedial and supportive services required to assist exceptional students in taking advantage of, or responding to, educational opportunities or programs. These services may be integrated with, or provided in addition to, those services included in regular education. Specific special education services are provided according to the Kentucky State Guidelines for students in qualifying categories of disability.</p> <p>The Erlanger-Elsmere School District is an active member of the Northern Kentucky Cooperative for Special Education. Through this membership, the district is able to work collaboratively with other school districts for the benefit of our students and teachers by providing additional professional development opportunities for both general and special education teachers. The Northern Kentucky Cooperative for Special Education Services also provides members with instructional coaching for particular disabilities along with consultation and technical assistance that fosters continued learning for all students.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>IDEA</p>	<p>Superintendent, Director of Special Education, Pre-school Director</p>
---	---	-------------------	-------------------	------------	-------------	---

Activity - English Language Learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The program for English language learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, State and Federal mandates, as well as parent request.</p> <p>The district will accommodate Limited English Proficient students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, district ESL coordinator input, and the student's ESL teacher. The district is committed to ensuring a quality education for all students.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title III</p>	<p>Superintendent, ELL Coordinator</p>
---	---	-------------------	-------------------	------------	------------------	--

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>During the summer months, all children ages 1-18 living in Erlanger Elsmere are invited to stop by for breakfast and lunch free of charge. Adults, 19 or older will be charged a small fee. During the school year, students and family members can stay after school to enjoy a meal at participating locations. Beginning with the 2016-17 school year, the Erlanger-Elsmere School District will take part in the Community Eligibility Program.</p> <p>The Home & School Connection e-newsletter is a service of the Erlanger-Elsmere School District Title I department.</p> <p>Our engage shines a spotlight on the latest educational news and feature stories pertaining to our schools, students, teachers, and administrators. Also included are community activities. A hard-copy engage is sent to every resident within the district's boundaries quarterly and the engage e-newsletter goes out monthly.</p> <p>The Annual Block Party, coordinated by the FRYSC Directors, engages families in an outdoor venue with opportunities to learn about the district's schools, extra curricular activities, community resources, pre-school opportunities, etc. in a fun-filled, carnival-like event.</p> <p>Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy option that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.</p> <p>Families in Transitions Coordinator and the FRYSC Directors collaborated on the development of a Resource Guide for families.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, FiT Coordinator, Food Service Director, Principals, FRYSC</p>
---	---	-------------------	-------------------	------------	-----------------------	--

Activity - Families in Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Families with students attending EES and living with friends, family members or in temporary housing due to an emergency such as domestic violence, a natural disaster or lack of financial stability, can qualify for a variety of support services.</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Superintendent, Director of Pupil Personnel, Families in Transition Coordinator</p>
<p>Schools: All Schools</p>						

Activity - Alternative Education Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Bartlett Educational Center serves as a Tier 3 academic and behavioral intervention for students in grades 6 through 12. Staff provide academic and behavioral counseling and supports with the goal of the student transitioning back to his or her home school once academic and/or behavioral goals have been met. Each transition is unique and supports are pulled gently over time during the transition period.</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Director of Pupil Personnel, Principal, Assistant Principal, School Staff</p>
<p>Regional Schools Program is a unique and separate school program established through the collaborative efforts of several Northern Kentucky school districts. Students with disabilities whose behavioral and/or social emotional needs warrant a smaller, more therapeutic setting can be placed at this program through the appropriate ARC process. The smaller school and class settings with individual and school-wide behavioral supports, along with embedded therapy, is appropriate for these students to learn and utilize successful coping skills while progressing academically. Regional Schools Program was recently named an Alternative School of Distinction by the Kentucky Department of Education.</p>						
<p>Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center</p>						

Activity - State and Federal Grants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The Erlanger-Elsmere Schools will actively pursue state and federal grants that will support the vision and mission of the district and schools. Examples include, but are not limited to:</p> <p>PRESCHOOL PARTNERSHIP GRANT-TIER 2 KHEAA DUAL CREDIT STEWART B MCKINNEY HOMELESS GRANT NORTHERN KENTUCKY WELLNESS ALLIANCE PHYSICAL EDUCATION PROGRAM ELEMENTARY AND SECONDARY SCHOOL COUNSELING GRANT HOWELL COUNSELING GRANT TICHENOR YOUTH SERVICE CENTER GRANT LLOYD YOUTH SERVICE CENTER GRANT AHL FAMILY RESOURCE CENTER GRANT MILES FAMILY RESOURCE CENTER GRANT EXTENDED SCHOOL SERVICES GRANT GIFTED & TALENTED GRANT PRESCHOOL GRANT PROFESSIONAL DEVELOPMENT GRANT INSTRUCTIONAL RESOURCES GRANT (TEXTBOOKS) TECHNOLOGY GRANT SAFE SCHOOLS GRANT TITLE I TITLE VI B EARLY CHILDHOOD GRANT TITLE II TITLE III DFC GRANT (DRUG FREE COMMUNITIES GRANT) EBSB TEACHER SUPPLEMENTS</p> <p>Active Grants</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, CIO, Food Service Director, FIT Coordinator, FRYSC Directors, NKCES Grant Consortium</p>
---	---	-------------------	-------------------	------------	--------------------	--

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>District-wide implementation of academic and behavioral supports are established through Response to Intervention processes at each school. Rtl teams meet regularly at each school to review academic and behavioral data on students and their learning. Tiered interventions are utilized for students when needed and their individual progress is monitored. These teams include; principal, assistant principals, counselors, instructional coaches, along with general and special education teachers. When appropriate additional members are a part of the process, such as ESL staff and district personnel (Director of Special Education and the District Special Education Coach). As students progress is monitored team decisions are made to potentially continue interventions or consider evaluations for potential special education services. A district Rtl Handbook has been developed and is utilized in schools as a tool. The handbook includes flowcharts, appropriate forms, and a protocol/fidelity checklist for the documentation of the Rtl process.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Direct Instruction, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Special Education Coach, school administrative teams, teachers</p>
--	---	-------------------	-------------------	------------	----------------------------	--

Activity - Transition to Adult Life	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Director Special Education, District-wide Special Education Coach, and the high school administrative team provide intentional and focused activities and supports for the successful transition from high school to adult life for students with disabilities. Activities and supports include, but are not limited to; work with the Department of Vocational Rehabilitation, IEP/ILP support, partnerships with transition agencies (The Point, New Perceptions, BAYWAC), and community businesses. Opportunities for work experiences for students with disabilities are in place within the district and community. The Director of Special Education is coordinating ongoing efforts toward the implementation of College and Career Readiness indicators for students participating in the Alternative Assessment.</p> <p>Schools: Lloyd High School</p>	<p>Professional Learning, Career Preparation/Orientation, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Special Education, District-wide Special Education Coach, High School Administrative Team</p>

Measurable Objective 4:

collaborate to meet Novice Reduction Targets by 05/31/2017 as measured by state assessments.

(shared) Strategy 1:

Continuous Improvement - Focused school and district improvement process that leads to a professional learning plan for certified employees.

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Category: Continuous Improvement

Activity - EES Instructional Rounds Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p> <p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	-------------------	-------------------	------------	-------------------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding, Title II Part A	District Professional Learning Coordinator

(shared) Strategy 2:

Positive Behavior Interventions and Supports - 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

Activity - District PBIS Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels. 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	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals

Activity - Discipline Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.</p>	Behavioral Support Program	11/01/2012	05/31/2017	\$0	No Funding Required	District PBIS Data Coordinator
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - School PBIS Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.</p>	Behavioral Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School PBIS Teams Tier 1, 2, and 3, Principals or designee
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - PBIS Tiered Fidelity Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.</p>	Behavioral Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
<p>Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School</p>						

Activity - PBIS Self Assessment Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis. Schools: Tichenor Middle School, Lloyd High School, Arnett Elementary School, Miles Elementary School, Lindeman Elementary School, Howell Elementary School	Behavioral Support Program	08/17/2016	05/23/2017	\$0	No Funding Required	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
--	----------------------------	------------	------------	-----	---------------------	--

(shared) Strategy 3:

Professional Learning Communities - By providing opportunities for job-alike personnel to meet and collaborate we can; share best practices related to job responsibilities, learn and grow collaboratively and cooperatively within our job responsibilities, remain focused on the district mission/vision, build professional relationships across the district, and support student and staff needs for continuous growth.

Category: Professional Learning & Support

Activity - Principal PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds). Monthly six (6) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Assistant Principal PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly two (2) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Activity - Counselor PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Participants will concentrate on the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded into the content.</p> <p>Monthly one (1) hour meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff in collaboration with Dr. Brett Zyromski. Participants will be required to design and implement targeted, data-based designs within each of their school settings which will be reported, evaluated, and shared in-group on a monthly basis. These intentional delivery strategies will provide expectations for immediate implementation with opportunities for tweaking and re-calibration throughout the entire process.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
--	-----------------------	------------	------------	-----	---------------------	--

Activity - Instructional Coach PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly ninety (90) minute PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
---	-----------------------	------------	------------	-----	---------------------	--

Activity - Protected PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All seven schools have agreed to reserve 2 pm to 3 pm on all district-wide PLC days to allow for grade level and vertical grade PLC meetings.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Superintendent Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual site visits to all schools in the district to meet with staff (certified and classified) for the purpose of; having staff share information related to the school, what's going well and where they may need more assistance, support, or resources. Information from these site visits helps inform the; district professional learning plan, maintenance, curriculum resources/support, RtI processes/procedures, district and school initiatives, and retention of staff (staff voice). Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Principals

Activity - PLC Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school calendar has five (5) days included for certified staff to report for school level professional learning. Agendas are developed by principals and correspond to; interventions in place in their buildings from the Instructional Rounds Process, book study, and/or the district professional learning plan. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Director of Pupil Personnel, Principals

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Erlanger-Elsmere Schools will develop and implement a New Teacher Induction Program annually. The program will include; one six-hour New Teacher Orientation Day, two one-hour professional learning sessions for new teachers, and KTIP teachers participation in the NKCES Regional New Teacher Academy (six two-hour professional learning sessions throughout the year). Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - District-wide Special Education Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district has established a position of a district-wide Special Education Coach. This coach provides embedded PLC support and training within the schools. The coaches' work includes, but is not limited to; teacher training (regular and special education), student and teacher observation, diagnostic evaluations, instructional modeling of strategies and techniques, work with individual students and families, district-wide book studies, coordination of administration of Alternate Assessment, and attendance at regional and state meetings/professional learning activities. This work supports the vision/mission of the district, the goals and objectives of the Comprehensive District Improvement Plan, and the continuous improvement of our district and schools to meet delivery targets in; proficiency, gap, novice reduction, college and career readiness, and graduation rate for students with and without disabilities.</p> <p>The coach also works to insure special education evaluations are conducted within timelines and according to state and federal guidelines.</p> <p>Schools: All Schools</p>	Professional Learning, Behavioral Support Program, Direct Instruction, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	District Funding	Director of Special Education

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All district PLC's (Principal, Assistant Principal, Counselor, and Instructional Coach) will read Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom. Activities will be embedded into all PLC meetings and be led by district administrators. Principals will be asked to submit a plan for implementation of the book study with their staff for the 2017-2018 school year.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2016	06/30/2017	\$0	District Funding	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

(shared) Strategy 4:

System of Student and Family Support - Our Vision: Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential. Our mission: It is the mission of the Erlanger-Elsmere School District to embrace and attend to the individual needs of our students students, regardless of the obstacles.

The systems of student and family support we have in place bring that vision and mission to life. Taking a whole child approach to education has enabled us to make strides in closing achievement gaps and improving educational outcomes for our students.

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

The activities connected to this strategy will provide details of initiatives and programs related to that whole child approach.

Category: Persistence to Graduation

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Intentional and ongoing efforts to cultivate community partnerships that will enhance and supplement district resources to meet the district's vision and mission. Community partnerships include, but are not limited to:</p> <p>Children's Home of Northern Kentucky</p> <ul style="list-style-type: none"> • Champions Northern Kentucky Cooperative for Educational Services • Regional Schools Program <p>The Point of Northern Kentucky Diocesan Children's Home Department of Vocational Rehabilitation E3C</p> <ul style="list-style-type: none"> • Children's Inc. • United Way • Skyward • Northern Kentucky Community Action Committee (Head Start) <p>Brighton Center</p> <ul style="list-style-type: none"> • CET • STEP Forward <p>The Cabinet for Health and Family Services NorthKey Catholic Charities Counseling and Diagnostic Center Family Nurturing Center Mebs and Associates Juvenile Justice Grant (Grades 6-8 only) Positive Pathways St. Elizabeth Behavioral Therapeutic Collaborative The Ridge The City of Erlanger The City of Elsmere Erlanger Police Department Elsmere Police Department Erlanger Fire Department Elsmere Fire Department Department of Homeland Security Kentucky Center for School Safety Kentucky Center for Instructional Discipline Lincoln Grant Scholar House Northern Kentucky Educational Council Navigo Northern Kentucky University Thomas More College Gateway Community College 4C for Children Northern Kentucky Association of Gifted Educators Erlanger Lions</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, Families in Transition Coordinator</p>
--	---	-------------------	-------------------	------------	----------------------------	---

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Health Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Erlanger-Elsmere Schools and HealthPoint Family Care are pleased to partner and offer school based health services to your student (s) at school. School immunizations, physical exams, sport physicals, sick care, dental services and referrals to mental health are available. HealthPoint is a private, nonprofit, medical and dental practice. Any student (or under school-aged sibling) is able to access services. Medical and dental services are available on Mondays and Wednesdays from 8:00 AM through 3:00 PM.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Community Engagement, Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, District Health Coordinator

Activity - FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>These school-based centers are designed to help students attain academic success by connecting students and their family members to resources within the school and community.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Grant Funds	Superintendent, Director of Pupil Personnel, Family Resource and Youth Service Center Directors

Activity - Evidence Based Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Counselors district-wide will implement the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded.</p>	<p>Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, Principals</p>
<p>Schools: All Schools</p>						

Activity - Early Learning Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Erlanger-Elsmere Schools is proud to be a part of Pre-K Works, a collaborative of stakeholders led in partnership by Skyward and Success By 6® united by a vision for high-quality early learning experiences for all 3 and 4 year olds, including young students with disabilities. By working together, we can more readily achieve our vision for a stronger community with a high quality of life for all.</p> <p>Children, Inc Located at Lloyd H.S. Open to 2-5 year old pre-k children of families who reside in Erlanger.</p> <p>Erlanger-Elsmere Preschool Preschool Center at Arnett Elementary & Lloyd H.S. This preschool serves the entire school district. 3 to 4 year olds who qualify receive free preschool services. This includes students considered at-risk and students with disabilities.</p> <p>Head Start Elsmere Center Serves children ages 3 to 4 years of age who qualify.</p> <p>Born Learning Academy Sessions are offered to any resident and their child. A meal and child care are provided. Local community schools and organizations host the sessions.</p> <p>Toddler School at Arnett Elementary For parents with children ages 12 months to 36 months. Children and their parents are invited to participate in this weekly program lasting an hour. Activities include literacy circle, play time, music and art. Sessions are open to the public.</p> <p>United Way, Success By 6 This web site offers valuable information to help you get your child ready for school and life in addition to links to local and national resources.</p> <p>Me and My School This fun summer program will be at all Erlanger-Elsmere elementary schools this summer! It is for incoming kindergarten students and is invaluable in helping little ones get ready for school. Contact your child's school for additional details.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Supervisor of Instruction, Director of Special Education, Pre-school Director</p>
--	---	-------------------	-------------------	------------	-------------------------	--

Activity - Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The special education and general education faculty and staff of the Erlanger-Elsmere School District work together to meet the needs of all students, including all students with disabilities. The special education faculty and staff in particular work to meet the unique needs of the students with disabilities through individualized education programs. These programs provide the needed specially designed instruction, along with the accommodations and supports needed by the student to develop to his or her fullest potential.</p> <p>The faculty and staff of the Erlanger-Elsmere School District work together as a school-based team to meet individual students where they are in the learning process, and then move them forward toward success. Additionally, the district strives to create a strong and positive partnership, that includes the student and family as important members, to support the continued learning of each student.</p> <p>Services</p> <p>Special Education provides instruction to meet the specific educational needs of children with disabilities in such areas as curriculum, methodology, materials and trained teachers. It also involves remedial and supportive services required to assist exceptional students in taking advantage of, or responding to, educational opportunities or programs. These services may be integrated with, or provided in addition to, those services included in regular education. Specific special education services are provided according to the Kentucky State Guidelines for students in qualifying categories of disability.</p> <p>The Erlanger-Elsmere School District is an active member of the Northern Kentucky Cooperative for Special Education. Through this membership, the district is able to work collaboratively with other school districts for the benefit of our students and teachers by providing additional professional development opportunities for both general and special education teachers. The Northern Kentucky Cooperative for Special Education Services also provides members with instructional coaching for particular disabilities along with consultation and technical assistance that fosters continued learning for all students.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>IDEA</p>	<p>Superintendent, Director of Special Education, Pre-school Director</p>
---	---	-------------------	-------------------	------------	-------------	---

Activity - English Language Learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The program for English language learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, State and Federal mandates, as well as parent request.</p> <p>The district will accommodate Limited English Proficient students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, district ESL coordinator input, and the student's ESL teacher. The district is committed to ensuring a quality education for all students.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title III</p>	<p>Superintendent, ELL Coordinator</p>
---	---	-------------------	-------------------	------------	------------------	--

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>During the summer months, all children ages 1-18 living in Erlanger Elsmere are invited to stop by for breakfast and lunch free of charge. Adults, 19 or older will be charged a small fee. During the school year, students and family members can stay after school to enjoy a meal at participating locations. Beginning with the 2016-17 school year, the Erlanger-Elsmere School District will take part in the Community Eligibility Program.</p> <p>The Home & School Connection e-newsletter is a service of the Erlanger-Elsmere School District Title I department.</p> <p>Our engage shines a spotlight on the latest educational news and feature stories pertaining to our schools, students, teachers, and administrators. Also included are community activities. A hard-copy engage is sent to every resident within the district's boundaries quarterly and the engage e-newsletter goes out monthly.</p> <p>The Annual Block Party, coordinated by the FRYSC Directors, engages families in an outdoor venue with opportunities to learn about the district's schools, extra curricular activities, community resources, pre-school opportunities, etc. in a fun-filled, carnival-like event.</p> <p>Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy option that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.</p> <p>Families in Transitions Coordinator and the FRYSC Directors collaborated on the development of a Resource Guide for families.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, FIT Coordinator, Food Service Director, Principals, FRYSC</p>
---	---	-------------------	-------------------	------------	-----------------------	--

Activity - Families in Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Families with students attending EES and living with friends, family members or in temporary housing due to an emergency such as domestic violence, a natural disaster or lack of financial stability, can qualify for a variety of support services.</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Superintendent, Director of Pupil Personnel, Families in Transition Coordinator</p>
<p>Schools: All Schools</p>						

Activity - Alternative Education Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Bartlett Educational Center serves as a Tier 3 academic and behavioral intervention for students in grades 6 through 12. Staff provide academic and behavioral counseling and supports with the goal of the student transitioning back to his or her home school once academic and/or behavioral goals have been met. Each transition is unique and supports are pulled gently over time during the transition period.</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Superintendent, Director of Pupil Personnel, Principal, Assistant Principal, School Staff</p>
<p>Regional Schools Program is a unique and separate school program established through the collaborative efforts of several Northern Kentucky school districts. Students with disabilities whose behavioral and/or social emotional needs warrant a smaller, more therapeutic setting can be placed at this program through the appropriate ARC process. The smaller school and class settings with individual and school-wide behavioral supports, along with embedded therapy, is appropriate for these students to learn and utilize successful coping skills while progressing academically. Regional Schools Program was recently named an Alternative School of Distinction by the Kentucky Department of Education.</p>						
<p>Schools: Tichenor Middle School, Lloyd High School, Bartlett Educational Center</p>						

Activity - State and Federal Grants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>The Erlanger-Elsmere Schools will actively pursue state and federal grants that will support the vision and mission of the district and schools. Examples include, but are not limited to:</p> <p>PRESCHOOL PARTNERSHIP GRANT-TIER 2 KHEAA DUAL CREDIT STEWART B MCKINNEY HOMELESS GRANT NORTHERN KENTUCKY WELLNESS ALLIANCE PHYSICAL EDUCATION PROGRAM ELEMENTARY AND SECONDARY SCHOOL COUNSELING GRANT HOWELL COUNSELING GRANT TICHENOR YOUTH SERVICE CENTER GRANT LLOYD YOUTH SERVICE CENTER GRANT AHL FAMILY RESOURCE CENTER GRANT MILES FAMILY RESOURCE CENTER GRANT EXTENDED SCHOOL SERVICES GRANT GIFTED & TALENTED GRANT PRESCHOOL GRANT PROFESSIONAL DEVELOPMENT GRANT INSTRUCTIONAL RESOURCES GRANT (TEXTBOOKS) TECHNOLOGY GRANT SAFE SCHOOLS GRANT TITLE I TITLE VI B EARLY CHILDHOOD GRANT TITLE II TITLE III DFC GRANT (DRUG FREE COMMUNITIES GRANT) EBSB TEACHER SUPPLEMENTS</p> <p>Active Grants</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, CIO, Food Service Director, FIT Coordinator, FRYSC Directors, NKCES Grant Consortium</p>
---	---	-------------------	-------------------	------------	--------------------	--

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>District-wide implementation of academic and behavioral supports are established through Response to Intervention processes at each school. Rtl teams meet regularly at each school to review academic and behavioral data on students and their learning. Tiered interventions are utilized for students when needed and their individual progress is monitored. These teams include; principal, assistant principals, counselors, instructional coaches, along with general and special education teachers. When appropriate additional members are a part of the process, such as ESL staff and district personnel (Director of Special Education and the District Special Education Coach). As students progress is monitored team decisions are made to potentially continue interventions or consider evaluations for potential special education services. A district Rtl Handbook has been developed and is utilized in schools as a tool. The handbook includes flowcharts, appropriate forms, and a protocol/fidelity checklist for the documentation of the Rtl process.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Direct Instruction, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Special Education Coach, school administrative teams, teachers</p>
--	---	-------------------	-------------------	------------	----------------------------	--

Activity - Transition to Adult Life	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Director Special Education, District-wide Special Education Coach, and the high school administrative team provide intentional and focused activities and supports for the successful transition from high school to adult life for students with disabilities. Activities and supports include, but are not limited to; work with the Department of Vocational Rehabilitation, IEP/ILP support, partnerships with transition agencies (The Point, New Perceptions, BAYWAC), and community businesses. Opportunities for work experiences for students with disabilities are in place within the district and community. The Director of Special Education is coordinating ongoing efforts toward the implementation of College and Career Readiness indicators for students participating in the Alternative Assessment.</p> <p>Schools: Lloyd High School</p>	<p>Professional Learning, Career Preparation/Orientation, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Special Education, District-wide Special Education Coach, High School Administrative Team</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
English Language Learners	<p>The program for English language learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, State and Federal mandates, as well as parent request.</p> <p>The district will accommodate Limited English Proficient students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, district ESL coordinator input, and the student's ESL teacher. The district is committed to ensuring a quality education for all students.</p>	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, ELL Coordinator
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Families in Transition	Families with students attending EES and living with friends, family members or in temporary housing due to an emergency such as domestic violence, a natural disaster or lack of financial stability, can qualify for a variety of support services.	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Director of Pupil Personnel, Families in Transition Coordinator

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

FRYSC	These school-based centers are designed to help students attain academic success by connecting students and their family members to resources within the school and community.	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Director of Pupil Personnel, Family Resource and Youth Service Center Directors
State and Federal Grants	<p>The Erlanger-Elsmere Schools will actively pursue state and federal grants that will support the vision and mission of the district and schools. Examples include, but are not limited to:</p> <p>PRESCHOOL PARTNERSHIP GRANT-TIER 2 KHEAA DUAL CREDIT STEWART B MCKINNEY HOMELESS GRANT NORTHERN KENTUCKY WELLNESS ALLIANCE PHYSICAL EDUCATION PROGRAM ELEMENTARY AND SECONDARY SCHOOL COUNSELING GRANT HOWELL COUNSELING GRANT TICHENOR YOUTH SERVICE CENTER GRANT LLOYD YOUTH SERVICE CENTER GRANT AHL FAMILY RESOURCE CENTER GRANT MILES FAMILY RESOURCE CENTER GRANT EXTENDED SCHOOL SERVICES GRANT GIFTED & TALENTED GRANT PRESCHOOL GRANT PROFESSIONAL DEVELOPMENT GRANT INSTRUCTIONAL RESOURCES GRANT (TEXTBOOKS) TECHNOLOGY GRANT SAFE SCHOOLS GRANT TITLE I TITLE VIB EARLY CHILDHOOD GRANT TITLE II TITLE III DFC GRANT (DRUG FREE COMMUNITIES GRANT) EBSB TEACHER SUPPLEMENTS</p> <p>Active Grants</p>	Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, CIO, Food Service Director, FiT Coordinator, FRYSC Directors, NKCES Grant Consortium
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

PLC Days	The school calendar has five (5) days included for certified staff to report for school level professional learning. Agendas are developed by principals and correspond to; interventions in place in their buildings from the Instructional Rounds Process, book study, and/or the district professional learning plan.	Professional Learning	07/01/2016	06/30/2017	\$0	Superintendent, Director of Pupil Personnel, Principals
District Professional Learning Plan	The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan.	Professional Learning	07/01/2016	06/30/2017	\$0	District Professional Learning Coordinator
New Teacher Induction Program	The Erlanger-Elsmere Schools will develop and implement a New Teacher Induction Program annually. The program will include; one six-hour New Teacher Orientation Day, two one-hour professional learning sessions for new teachers, and KTIP teachers participation in the NKCES Regional New Teacher Academy (six two-hour professional learning sessions throughout the year).	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction
Evidence Based Counseling Program	Counselors district-wide will implement the "Construct-Based Approach" (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded.	Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Alternative Education Environment</p>	<p>The Bartlett Educational Center serves as a Tier 3 academic and behavioral intervention for students in grades 6 through 12. Staff provide academic and behavioral counseling and supports with the goal of the student transitioning back to his or her home school once academic and/or behavioral goals have been met. Each transition is unique and supports are pulled gently over time during the transition period.</p> <p>Regional Schools Program is a unique and separate school program established through the collaborative efforts of several Northern Kentucky school districts. Students with disabilities whose behavioral and/or social emotional needs warrant a smaller, more therapeutic setting can be placed at this program through the appropriate ARC process. The smaller school and class settings with individual and school-wide behavioral supports, along with embedded therapy, is appropriate for these students to learn and utilize successful coping skills while progressing academically. Regional Schools Program was recently named an Alternative School of Distinction by the Kentucky Department of Education.</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Director of Pupil Personnel, Principal, Assistant Principal, School Staff</p>
<p>Book Study</p>	<p>All district PLC's (Principal, Assistant Principal, Counselor, and Instructional Coach) will read <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i>. Activities will be embedded into all PLC meetings and be led by district administrators. Principals will be asked to submit a plan for implementation of the book study with their staff for the 2017-2018 school year.</p>	<p>Professional Learning</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals</p>
<p>District-wide Special Education Coach</p>	<p>The district has established a position of a district-wide Special Education Coach. This coach provides embedded PLC support and training within the schools. The coaches' work includes, but is not limited to; teacher training (regular and special education), student and teacher observation, diagnostic evaluations, instructional modeling of strategies and techniques, work with individual students and families, district-wide book studies, coordination of administration of Alternate Assessment, and attendance at regional and state meetings/professional learning activities. This work supports the vision/mission of the district, the goals and objectives of the Comprehensive District Improvement Plan, and the continuous improvement of our district and schools to meet delivery targets in; proficiency, gap, novice reduction, college and career readiness, and graduation rate for students with and without disabilities.</p> <p>The coach also works to insure special education evaluations are conducted within timelines and according to state and federal guidelines.</p>	<p>Professional Learning, Behavioral Support Program, Direct Instruction, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Director of Special Education</p>

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Early Learning Collaborative</p>	<p>Erlanger-Elsmere Schools is proud to be a part of Pre-K Works, a collaborative of stakeholders led in partnership by Skyward and Success By 6® united by a vision for high-quality early learning experiences for all 3 and 4 year olds, including young students with disabilities. By working together, we can more readily achieve our vision for a stronger community with a high quality of life for all.</p> <p>Children, Inc Located at Lloyd H.S. Open to 2-5 year old pre-k children of families who reside in Erlanger.</p> <p>Erlanger-Elsmere Preschool Preschool Center at Arnett Elementary & Lloyd H.S. This preschool serves the entire school district. 3 to 4 year olds who qualify receive free preschool services. This includes students considered at-risk and students with disabilities.</p> <p>Head Start Elsmere Center Serves children ages 3 to 4 years of age who qualify.</p> <p>Born Learning Academy Sessions are offered to any resident and their child. A meal and child care are provided. Local community schools and organizations host the sessions.</p> <p>Toddler School at Arnett Elementary For parents with children ages 12 months to 36 months. Children and their parents are invited to participate in this weekly program lasting an hour. Activities include literacy circle, play time, music and art. Sessions are open to the public.</p> <p>United Way, Success By 6 This web site offers valuable information to help you get your child ready for school and life in addition to links to local and national resources.</p> <p>Me and My School This fun summer program will be at all Erlanger-Elsmere elementary schools this summer! It is for incoming kindergarten students and is invaluable in helping little ones get ready for school. Contact your child's school for additional details.</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Supervisor of Instruction, Director of Special Education, Pre-school Director</p>
-------------------------------------	--	---	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>EES Instructional Rounds Implementation</p>	<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	--	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

	identification and implementation).					
					Total	\$0

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal PLC	<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly six (6) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p>	Professional Learning	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
District PBIS Meetings	The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Discipline Data	A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Data Coordinator
PBIS Self Assessment Survey	Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Community Partnerships	<p>Intentional and ongoing efforts to cultivate community partnerships that will enhance and supplement district resources to meet the district's vision and mission. Community partnerships include, but are not limited to:</p> <p>Children's Home of Northern Kentucky</p> <ul style="list-style-type: none"> • Champions <p>Northern Kentucky Cooperative for Educational Services</p> <ul style="list-style-type: none"> • Regional Schools Program <p>The Point of Northern Kentucky</p> <p>Diocesan Children's Home</p> <p>Department of Vocational Rehabilitation</p> <p>E3C</p> <ul style="list-style-type: none"> • Children's Inc. • United Way • Skyward • Northern Kentucky Community Action Committee (Head Start) <p>Brighton Center</p> <ul style="list-style-type: none"> • CET • STEP Forward <p>The Cabinet for Health and Family Services</p> <p>NorthKey</p> <p>Catholic Charities</p> <p>Counseling and Diagnostic Center</p> <p>Family Nurturing Center</p> <p>Mebs and Associates</p> <p>Juvenile Justice Grant (Grades 6-8 only)</p> <p>Positive Pathways</p> <p>St. Elizabeth Behavioral Therapeutic Collaborative</p> <p>The Ridge</p> <p>The City of Erlanger</p> <p>The City of Elsmere</p> <p>Erlanger Police Department</p> <p>Elsmere Police Department</p> <p>Erlanger Fire Department</p> <p>Elsmere Fire Department</p> <p>Department of Homeland Security</p> <p>Kentucky Center for School Safety</p> <p>Kentucky Center for Instructional Discipline</p> <p>Lincoln Grant Scholar House</p> <p>Northern Kentucky Educational Council</p> <p>Navigo</p> <p>Northern Kentucky University</p> <p>Thomas More College</p> <p>Gateway Community College</p> <p>4C for Children</p> <p>Northern Kentucky Association of Gifted Educators</p> <p>Erlanger Lions</p>	Behavioral Support Program, Community Engagement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, Families in Transition Coordinator
------------------------	--	--	------------	------------	-----	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Superintendent Site Visits	Annual site visits to all schools in the district to meet with staff (certified and classified) for the purpose of; having staff share information related to the school, what's going well and where they may need more assistance, support, or resources. Information from these site visits helps inform the; district professional learning plan, maintenance, curriculum resources/support, RtI processes/procedures, district and school initiatives, and retention of staff (staff voice).	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Principals
Protected PLC Time	All seven schools have agreed to reserve 2 pm to 3 pm on all district-wide PLC days to allow for grade level and vertical grade PLC meetings.	Professional Learning	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals
Transition to Adult Life	Director Special Education, District-wide Special Education Coach, and the high school administrative team provide intentional and focused activities and supports for the successful transition from high school to adult life for students with disabilities. Activities and supports include, but are not limited to; work with the Department of Vocational Rehabilitation, IEP/ILP support, partnerships with transition agencies (The Point, New Perceptions, BAYWAC), and community businesses. Opportunities for work experiences for students with disabilities are in place within the district and community. The Director of Special Education is coordinating ongoing efforts toward the implementation of College and Career Readiness indicators for students participating in the Alternative Assessment.	Professional Learning, Career Preparation/Orientation, Parent Involvement	07/01/2016	06/30/2017	\$0	Director of Special Education, District-wide Special Education Coach, High School Administrative Team

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Counselor PLC</p>	<p>Participants will concentrate on the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded into the content.</p> <p>Monthly one (1) hour meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff in collaboration with Dr. Brett Zyromski. Participants will be required to design and implement targeted, data-based designs within each of their school settings which will be reported, evaluated, and shared in-group on a monthly basis. These intentional delivery strategies will provide expectations for immediate implementation with opportunities for tweaking and re-calibration throughout the entire process.</p>	<p>Professional Learning</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator</p>
<p>Health Services</p>	<p>Erlanger-Elsmere Schools and HealthPoint Family Care are pleased to partner and offer school based health services to your student (s) at school. School immunizations, physical exams, sport physicals, sick care, dental services and referrals to mental health are available. HealthPoint is a private, nonprofit, medical and dental practice. Any student (or under school-aged sibling) is able to access services. Medical and dental services are available on Mondays and Wednesdays from 8:00 AM through 3:00 PM.</p>	<p>Behavioral Support Program, Community Engagement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, District Health Coordinator</p>

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Instructional Coach PLC</p>	<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly ninety (90) minute PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p>	<p>Professional Learning</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator</p>
--------------------------------	---	------------------------------	-------------------	-------------------	------------	---

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Response to Intervention	District-wide implementation of academic and behavioral supports are established through Response to Intervention processes at each school. Rtl teams meet regularly at each school to review academic and behavioral data on students and their learning. Tiered interventions are utilized for students when needed and their individual progress is monitored. These teams include; principal, assistant principals, counselors, instructional coaches, along with general and special education teachers. When appropriate additional members are a part of the process, such as ESL staff and district personnel (Director of Special Education and the District Special Education Coach). As students progress is monitored team decisions are made to potentially continue interventions or consider evaluations for potential special education services. A district Rtl Handbook has been developed and is utilized in schools as a tool. The handbook includes flowcharts, appropriate forms, and a protocol/fidelity checklist for the documentation of the Rtl process.	Behavioral Support Program, Direct Instruction, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Special Education Coach, school administrative teams, teachers
Assistant Principal PLC	<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly two (2) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p>	Professional Learning	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator
PBIS Tiered Fidelity Inventory	School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coach, Principal or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

School PBIS Team Meetings	School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	School PBIS Teams Tier 1, 2, and 3, Principals or designee
Total					\$0	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Special Education	<p>The special education and general education faculty and staff of the Erlanger-Elsmere School District work together to meet the needs of all students, including all students with disabilities. The special education faculty and staff in particular work to meet the unique needs of the students with disabilities through individualized education programs. These programs provide the needed specially designed instruction, along with the accommodations and supports needed by the student to develop to his or her fullest potential.</p> <p>The faculty and staff of the Erlanger-Elsmere School District work together as a school-based team to meet individual students where they are in the learning process, and then move them forward toward success. Additionally, the district strives to create a strong and positive partnership, that includes the student and family as important members, to support the continued learning of each student.</p> <p>Services</p> <p>Special Education provides instruction to meet the specific educational needs of children with disabilities in such areas as curriculum, methodology, materials and trained teachers. It also involves remedial and supportive services required to assist exceptional students in taking advantage of, or responding to, educational opportunities or programs. These services may be integrated with, or provided in addition to, those services included in regular education. Specific special education services are provided according to the Kentucky State Guidelines for students in qualifying categories of disability.</p> <p>The Erlanger-Elsmere School District is an active member of the Northern Kentucky Cooperative for Special Education. Through this membership, the district is able to work collaboratively with other school districts for the benefit of our students and teachers by providing additional professional development opportunities for both general and special education teachers. The Northern Kentucky Cooperative for Special Education Services also provides members with instructional coaching for particular disabilities along with consultation and technical assistance that fosters continued learning for all students.</p>	Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Director of Special Education, Pre-school Director
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

District Professional Learning Plan	The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan.	Professional Learning	07/01/2016	06/30/2017	\$0	District Professional Learning Coordinator
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement	<p>During the summer months, all children ages 1-18 living in Erlanger Elsmere are invited to stop by for breakfast and lunch free of charge. Adults, 19 or older will be charged a small fee. During the school year, students and family members can stay after school to enjoy a meal at participating locations. Beginning with the 2016-17 school year, the Erlanger-Elsmere School District will take part in the Community Eligibility Program.</p> <p>The Home & School Connection e-newsletter is a service of the Erlanger-Elsmere School District Title I department.</p> <p>Our engage shines a spotlight on the latest educational news and feature stories pertaining to our schools, students, teachers, and administrators. Also included are community activities. A hard-copy engage is sent to every resident within the district's boundaries quarterly and the engage e-newsletter goes out monthly.</p> <p>The Annual Block Party, coordinated by the FRYSC Directors, engages families in an outdoor venue with opportunities to learn about the district's schools, extra curricular activities, community resources, pre-school opportunities, etc. in a fun-filled, carnival-like event.</p> <p>Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy option that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.</p> <p>Families in Transitions Coordinator and the FRYSC Directors collaborated on the development of a Resource Guide for families.</p>	Community Engagement, Parent Involvement	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, FiT Coordinator, Food Service Director, Principals, FRYSC
Total					\$0	

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
Principal PLC	<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly six (6) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p>	Professional Learning	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Assistant Principal PLC</p>	<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly two (2) hour PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p>	<p>Professional Learning</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator</p>
<p>Counselor PLC</p>	<p>Participants will concentrate on the “Construct-Based Approach” (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded into the content.</p> <p>Monthly one (1) hour meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff in collaboration with Dr. Brett Zyromski. Participants will be required to design and implement targeted, data-based designs within each of their school settings which will be reported, evaluated, and shared in-group on a monthly basis. These intentional delivery strategies will provide expectations for immediate implementation with opportunities for tweaking and re-calibration throughout the entire process.</p>	<p>Professional Learning</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator</p>

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Instructional Coach PLC</p>	<p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, IDEA etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p> <p>Monthly ninety (90) minute PLC meeting facilitated by the Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, and other district level staff. Facilitators will use a variety of strategies to deliver content including; whole and small group discussion, small group activities, hands-on training, development of resources for implementation of strategies/initiatives, data analysis, and sharing of best-practice, and demonstration. Activities will be led by small groups and/or individuals and will incorporate the use of technology where appropriate.</p> <p>Participants will gain knowledge and skills related to; mission/vision development, instructional strategies, early childhood education, school safety, technology, KRS and KAR related to education, health, finance/budget, special education, state and federal programs (ESL, Gifted and Talented, Title I, Title II, ESS, etc.), professional development, evaluation (certified and classified), assessment (state and local), Rtl, parent engagement, and continuous district/school improvement (CDIP/CSIP and Instructional Rounds).</p>	<p>Professional Learning</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Director of Pupil Personnel, ELL Coordinator</p>
<p>Protected PLC Time</p>	<p>All seven schools have agreed to reserve 2 pm to 3 pm on all district-wide PLC days to allow for grade level and vertical grade PLC meetings.</p>	<p>Professional Learning</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals</p>
<p>District Professional Learning Plan</p>	<p>The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan.</p>	<p>Professional Learning</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Professional Learning Coordinator</p>

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Community Partnerships</p>	<p>Intentional and ongoing efforts to cultivate community partnerships that will enhance and supplement district resources to meet the district's vision and mission. Community partnerships include, but are not limited to:</p> <p>Children's Home of Northern Kentucky</p> <ul style="list-style-type: none"> • Champions <p>Northern Kentucky Cooperative for Educational Services</p> <ul style="list-style-type: none"> • Regional Schools Program <p>The Point of Northern Kentucky</p> <p>Diocesan Children's Home</p> <p>Department of Vocational Rehabilitation</p> <p>E3C</p> <ul style="list-style-type: none"> • Children's Inc. • United Way • Skyward • Northern Kentucky Community Action Committee (Head Start) <p>Brighton Center</p> <ul style="list-style-type: none"> • CET • STEP Forward <p>The Cabinet for Health and Family Services</p> <p>NorthKey</p> <p>Catholic Charities</p> <p>Counseling and Diagnostic Center</p> <p>Family Nurturing Center</p> <p>Mebs and Associates</p> <p>Juvenile Justice Grant (Grades 6-8 only)</p> <p>Positive Pathways</p> <p>St. Elizabeth Behavioral Therapeutic Collaborative</p> <p>The Ridge</p> <p>The City of Erlanger</p> <p>The City of Elsmere</p> <p>Erlanger Police Department</p> <p>Elsmere Police Department</p> <p>Erlanger Fire Department</p> <p>Elsmere Fire Department</p> <p>Department of Homeland Security</p> <p>Kentucky Center for School Safety</p> <p>Kentucky Center for Instructional Discipline</p> <p>Lincoln Grant Scholar House</p> <p>Northern Kentucky Educational Council</p> <p>Navigo</p> <p>Northern Kentucky University</p> <p>Thomas More College</p> <p>Gateway Community College</p> <p>4C for Children</p> <p>Northern Kentucky Association of Gifted Educators</p> <p>Erlanger Lions</p>	<p>Behavioral Support Program, Community Engagement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, Families in Transition Coordinator</p>
-------------------------------	--	---	-------------------	-------------------	------------	---

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Health Services	Erlanger-Elsmere Schools and HealthPoint Family Care are pleased to partner and offer school based health services to your student (s) at school. School immunizations, physical exams, sport physicals, sick care, dental services and referrals to mental health are available. HealthPoint is a private, nonprofit, medical and dental practice. Any student (or under school-aged sibling) is able to access services. Medical and dental services are available on Mondays and Wednesdays from 8:00 AM through 3:00 PM.	Behavioral Support Program, Community Engagement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, District Health Coordinator
FRYSC	These school-based centers are designed to help students attain academic success by connecting students and their family members to resources within the school and community.	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Director of Pupil Personnel, Family Resource and Youth Service Center Directors
Evidence Based Counseling Program	Counselors district-wide will implement the "Construct-Based Approach" (CBA) to school counseling that uses four research-based constructs of Planning, Delivery, Evaluation, and School Improvement Initiatives to focus school counseling programs on areas that can significantly increase the impact on student achievement and school improvement. Professional goal-setting for counselors as a piece of the OPGES will also be embedded.	Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Early Learning Collaborative</p>	<p>Erlanger-Elsmere Schools is proud to be a part of Pre-K Works, a collaborative of stakeholders led in partnership by Skyward and Success By 6® united by a vision for high-quality early learning experiences for all 3 and 4 year olds, including young students with disabilities. By working together, we can more readily achieve our vision for a stronger community with a high quality of life for all.</p> <p>Children, Inc Located at Lloyd H.S. Open to 2-5 year old pre-k children of families who reside in Erlanger.</p> <p>Erlanger-Elsmere Preschool Preschool Center at Arnett Elementary & Lloyd H.S. This preschool serves the entire school district. 3 to 4 year olds who qualify receive free preschool services. This includes students considered at-risk and students with disabilities.</p> <p>Head Start Elsmere Center Serves children ages 3 to 4 years of age who qualify.</p> <p>Born Learning Academy Sessions are offered to any resident and their child. A meal and child care are provided. Local community schools and organizations host the sessions.</p> <p>Toddler School at Arnett Elementary For parents with children ages 12 months to 36 months. Children and their parents are invited to participate in this weekly program lasting an hour. Activities include literacy circle, play time, music and art. Sessions are open to the public.</p> <p>United Way, Success By 6 This web site offers valuable information to help you get your child ready for school and life in addition to links to local and national resources.</p> <p>Me and My School This fun summer program will be at all Erlanger-Elsmere elementary schools this summer! It is for incoming kindergarten students and is invaluable in helping little ones get ready for school. Contact your child's school for additional details.</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Supervisor of Instruction, Director of Special Education, Pre-school Director</p>
-------------------------------------	--	---	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Special Education</p>	<p>The special education and general education faculty and staff of the Erlanger-Elsmere School District work together to meet the needs of all students, including all students with disabilities. The special education faculty and staff in particular work to meet the unique needs of the students with disabilities through individualized education programs. These programs provide the needed specially designed instruction, along with the accommodations and supports needed by the student to develop to his or her fullest potential.</p> <p>The faculty and staff of the Erlanger-Elsmere School District work together as a school-based team to meet individual students where they are in the learning process, and then move them forward toward success. Additionally, the district strives to create a strong and positive partnership, that includes the student and family as important members, to support the continued learning of each student.</p> <p>Services</p> <p>Special Education provides instruction to meet the specific educational needs of children with disabilities in such areas as curriculum, methodology, materials and trained teachers. It also involves remedial and supportive services required to assist exceptional students in taking advantage of, or responding to, educational opportunities or programs. These services may be integrated with, or provided in addition to, those services included in regular education. Specific special education services are provided according to the Kentucky State Guidelines for students in qualifying categories of disability.</p> <p>The Erlanger-Elsmere School District is an active member of the Northern Kentucky Cooperative for Special Education. Through this membership, the district is able to work collaboratively with other school districts for the benefit of our students and teachers by providing additional professional development opportunities for both general and special education teachers. The Northern Kentucky Cooperative for Special Education Services also provides members with instructional coaching for particular disabilities along with consultation and technical assistance that fosters continued learning for all students.</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Director of Special Education, Pre-school Director</p>
--------------------------	---	---	-------------------	-------------------	------------	---

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

English Language Learners	<p>The program for English language learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, State and Federal mandates, as well as parent request.</p> <p>The district will accommodate Limited English Proficient students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, district ESL coordinator input, and the student's ESL teacher. The district is committed to ensuring a quality education for all students.</p>	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, ELL Coordinator
---------------------------	---	--	------------	------------	-----	---------------------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>Family Engagement</p>	<p>During the summer months, all children ages 1-18 living in Erlanger Elsmere are invited to stop by for breakfast and lunch free of charge. Adults, 19 or older will be charged a small fee. During the school year, students and family members can stay after school to enjoy a meal at participating locations. Beginning with the 2016-17 school year, the Erlanger-Elsmere School District will take part in the Community Eligibility Program.</p> <p>The Home & School Connection e-newsletter is a service of the Erlanger-Elsmere School District Title I department.</p> <p>Our engage shines a spotlight on the latest educational news and feature stories pertaining to our schools, students, teachers, and administrators. Also included are community activities. A hard-copy engage is sent to every resident within the district's boundaries quarterly and the engage e-newsletter goes out monthly.</p> <p>The Annual Block Party, coordinated by the FRYSC Directors, engages families in an outdoor venue with opportunities to learn about the district's schools, extra curricular activities, community resources, pre-school opportunities, etc. in a fun-filled, carnival-like event.</p> <p>Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy option that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.</p> <p>Families in Transitions Coordinator and the FRYSC Directors collaborated on the development of a Resource Guide for families.</p>	<p>Community Engagement, Parent Involvement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, FiT Coordinator, Food Service Director, Principals, FRYSC</p>
<p>Families in Transition</p>	<p>Families with students attending EES and living with friends, family members or in temporary housing due to an emergency such as domestic violence, a natural disaster or lack of financial stability, can qualify for a variety of support services.</p>	<p>Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Director of Pupil Personnel, Families in Transition Coordinator</p>

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Superintendent Site Visits	Annual site visits to all schools in the district to meet with staff (certified and classified) for the purpose of; having staff share information related to the school, what's going well and where they may need more assistance, support, or resources. Information from these site visits helps inform the; district professional learning plan, maintenance, curriculum resources/support, Rtl processes/procedures, district and school initiatives, and retention of staff (staff voice).	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Principals
PLC Days	The school calendar has five (5) days included for certified staff to report for school level professional learning. Agendas are developed by principals and correspond to; interventions in place in their buildings from the Instructional Rounds Process, book study, and/or the district professional learning plan.	Professional Learning	07/01/2016	06/30/2017	\$0	Superintendent, Director of Pupil Personnel, Principals
State and Federal Grants	<p>The Erlanger-Elsmere Schools will actively pursue state and federal grants that will support the vision and mission of the district and schools. Examples include, but are not limited to:</p> <p>PRESCHOOL PARTNERSHIP GRANT-TIER 2 KHEAA DUAL CREDIT STEWART B MCKINNEY HOMELESS GRANT NORTHERN KENTUCKY WELLNESS ALLIANCE PHYSICAL EDUCATION PROGRAM ELEMENTARY AND SECONDARY SCHOOL COUNSELING GRANT HOWELL COUNSELING GRANT TICHENOR YOUTH SERVICE CENTER GRANT LLOYD YOUTH SERVICE CENTER GRANT AHL FAMILY RESOURCE CENTER GRANT MILES FAMILY RESOURCE CENTER GRANT EXTENDED SCHOOL SERVICES GRANT GIFTED & TALENTED GRANT PRESCHOOL GRANT PROFESSIONAL DEVELOPMENT GRANT INSTRUCTIONAL RESOURCES GRANT (TEXTBOOKS) TECHNOLOGY GRANT SAFE SCHOOLS GRANT TITLE I TITLE VIB EARLY CHILDHOOD GRANT TITLE II TITLE III DFC GRANT (DRUG FREE COMMUNITIES GRANT) EBSB TEACHER SUPPLEMENTS</p> <p>Active Grants</p>	Behavioral Support Program, Community Engagement, Career Preparation/Orientation, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, CIO, Food Service Director, FiT Coordinator, FRYSC Directors, NKCES Grant Consortium

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

New Teacher Induction Program	The Erlanger-Elsmere Schools will develop and implement a New Teacher Induction Program annually. The program will include; one six-hour New Teacher Orientation Day, two one-hour professional learning sessions for new teachers, and KTIP teachers participation in the NKCES Regional New Teacher Academy (six two-hour professional learning sessions throughout the year).	Professional Learning, Recruitment and Retention	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction
Response to Intervention	District-wide implementation of academic and behavioral supports are established through Response to Intervention processes at each school. Rtl teams meet regularly at each school to review academic and behavioral data on students and their learning. Tiered interventions are utilized for students when needed and their individual progress is monitored. These teams include; principal, assistant principals, counselors, instructional coaches, along with general and special education teachers. When appropriate additional members are a part of the process, such as ESL staff and district personnel (Director of Special Education and the District Special Education Coach). As students progress is monitored team decisions are made to potentially continue interventions or consider evaluations for potential special education services. A district Rtl Handbook has been developed and is utilized in schools as a tool. The handbook includes flowcharts, appropriate forms, and a protocol/fidelity checklist for the documentation of the Rtl process.	Behavioral Support Program, Direct Instruction, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Special Education Coach, school administrative teams, teachers
District-wide Special Education Coach	<p>The district has established a position of a district-wide Special Education Coach. This coach provides embedded PLC support and training within the schools. The coaches' work includes, but is not limited to; teacher training (regular and special education), student and teacher observation, diagnostic evaluations, instructional modeling of strategies and techniques, work with individual students and families, district-wide book studies, coordination of administration of Alternate Assessment, and attendance at regional and state meetings/professional learning activities. This work supports the vision/mission of the district, the goals and objectives of the Comprehensive District Improvement Plan, and the continuous improvement of our district and schools to meet delivery targets in; proficiency, gap, novice reduction, college and career readiness, and graduation rate for students with and without disabilities.</p> <p>The coach also works to insure special education evaluations are conducted within timelines and according to state and federal guidelines.</p>	Professional Learning, Behavioral Support Program, Direct Instruction, Parent Involvement, Academic Support Program	07/01/2016	06/30/2017	\$0	Director of Special Education

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Book Study	All district PLC's (Principal, Assistant Principal, Counselor, and Instructional Coach) will read <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i> . Activities will be embedded into all PLC meetings and be led by district administrators. Principals will be asked to submit a plan for implementation of the book study with their staff for the 2017-2018 school year.	Professional Learning	07/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals
Total					\$0	

Tichenor Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District PBIS Meetings	The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals
Discipline Data	A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Data Coordinator
School PBIS Team Meetings	School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	School PBIS Teams Tier 1, 2, and 3, Principals or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>EES Instructional Rounds Implementation</p>	<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	--	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

	identification and implementation).					
PBIS Tiered Fidelity Inventory	School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
PBIS Self Assessment Survey	Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
Alternative Education Environment	<p>The Bartlett Educational Center serves as a Tier 3 academic and behavioral intervention for students in grades 6 through 12. Staff provide academic and behavioral counseling and supports with the goal of the student transitioning back to his or her home school once academic and/or behavioral goals have been met. Each transition is unique and supports are pulled gently over time during the transition period.</p> <p>Regional Schools Program is a unique and separate school program established through the collaborative efforts of several Northern Kentucky school districts. Students with disabilities whose behavioral and/or social emotional needs warrant a smaller, more therapeutic setting can be placed at this program through the appropriate ARC process. The smaller school and class settings with individual and school-wide behavioral supports, along with embedded therapy, is appropriate for these students to learn and utilize successful coping skills while progressing academically. Regional Schools Program was recently named an Alternative School of Distinction by the Kentucky Department of Education.</p>	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Director of Pupil Personnel, Principal, Assistant Principal, School Staff
Total					\$0	

Miles Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

District PBIS Meetings	The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals
Discipline Data	A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Data Coordinator
School PBIS Team Meetings	School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	School PBIS Teams Tier 1, 2, and 3, Principals or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>EES Instructional Rounds Implementation</p>	<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	--	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

	identification and implementation).					
PBIS Tiered Fidelity Inventory	School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
PBIS Self Assessment Survey	Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
Total					\$0	

Lloyd High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District PBIS Meetings	The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals
Discipline Data	A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Data Coordinator
School PBIS Team Meetings	School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	School PBIS Teams Tier 1, 2, and 3, Principals or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>EES Instructional Rounds Implementation</p>	<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	--	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

	identification and implementation).					
PBIS Tiered Fidelity Inventory	School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
PBIS Self Assessment Survey	Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
Alternative Education Environment	<p>The Bartlett Educational Center serves as a Tier 3 academic and behavioral intervention for students in grades 6 through 12. Staff provide academic and behavioral counseling and supports with the goal of the student transitioning back to his or her home school once academic and/or behavioral goals have been met. Each transition is unique and supports are pulled gently over time during the transition period.</p> <p>Regional Schools Program is a unique and separate school program established through the collaborative efforts of several Northern Kentucky school districts. Students with disabilities whose behavioral and/or social emotional needs warrant a smaller, more therapeutic setting can be placed at this program through the appropriate ARC process. The smaller school and class settings with individual and school-wide behavioral supports, along with embedded therapy, is appropriate for these students to learn and utilize successful coping skills while progressing academically. Regional Schools Program was recently named an Alternative School of Distinction by the Kentucky Department of Education.</p>	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Director of Pupil Personnel, Principal, Assistant Principal, School Staff
Transition to Adult Life	Director Special Education, District-wide Special Education Coach, and the high school administrative team provide intentional and focused activities and supports for the successful transition from high school to adult life for students with disabilities. Activities and supports include, but are not limited to; work with the Department of Vocational Rehabilitation, IEP/ILP support, partnerships with transition agencies (The Point, New Perceptions, BAYWAC), and community businesses. Opportunities for work experiences for students with disabilities are in place within the district and community. The Director of Special Education is coordinating ongoing efforts toward the implementation of College and Career Readiness indicators for students participating in the Alternative Assessment.	Professional Learning, Career Preparation/Orientation, Parent Involvement	07/01/2016	06/30/2017	\$0	Director of Special Education, District-wide Special Education Coach, High School Administrative Team

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Total

\$0

Lindeman Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District PBIS Meetings	The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals
Discipline Data	A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Data Coordinator
School PBIS Team Meetings	School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	School PBIS Teams Tier 1, 2, and 3, Principals or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>EES Instructional Rounds Implementation</p>	<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	--	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

	identification and implementation).					
PBIS Tiered Fidelity Inventory	School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
PBIS Self Assessment Survey	Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
Total					\$0	

Howell Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District PBIS Meetings	The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals
Discipline Data	A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Data Coordinator
School PBIS Team Meetings	School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	School PBIS Teams Tier 1, 2, and 3, Principals or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>EES Instructional Rounds Implementation</p>	<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	--	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

	identification and implementation).					
PBIS Tiered Fidelity Inventory	School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
PBIS Self Assessment Survey	Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
Total					\$0	

Bartlett Educational Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alternative Education Environment	<p>The Bartlett Educational Center serves as a Tier 3 academic and behavioral intervention for students in grades 6 through 12. Staff provide academic and behavioral counseling and supports with the goal of the student transitioning back to his or her home school once academic and/or behavioral goals have been met. Each transition is unique and supports are pulled gently over time during the transition period.</p> <p>Regional Schools Program is a unique and separate school program established through the collaborative efforts of several Northern Kentucky school districts. Students with disabilities whose behavioral and/or social emotional needs warrant a smaller, more therapeutic setting can be placed at this program through the appropriate ARC process. The smaller school and class settings with individual and school-wide behavioral supports, along with embedded therapy, is appropriate for these students to learn and utilize successful coping skills while progressing academically. Regional Schools Program was recently named an Alternative School of Distinction by the Kentucky Department of Education.</p>	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	07/01/2016	06/30/2017	\$0	Superintendent, Director of Pupil Personnel, Principal, Assistant Principal, School Staff
Total					\$0	

Arnett Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

District PBIS Meetings	The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals
Discipline Data	A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0	District PBIS Data Coordinator
School PBIS Team Meetings	School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.	Behavioral Support Program	08/17/2016	05/31/2017	\$0	School PBIS Teams Tier 1, 2, and 3, Principals or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

<p>EES Instructional Rounds Implementation</p>	<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Professional Learning, Direct Instruction, Technology, Policy and Process, Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>
--	--	--	-------------------	-------------------	------------	--

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

	identification and implementation).					
PBIS Tiered Fidelity Inventory	School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coach, Principal or designee
PBIS Self Assessment Survey	Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee
Total					\$0	

Phase II - 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		

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		

Comprehensive District Improvement Plan

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 ensures 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 ensures 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 ensures 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		

Comprehensive District Improvement Plan

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		

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

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		

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

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		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A	We do not have any neglected institutions in our 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.	N/A	We do not have any neglected institutions in 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		

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		

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

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		

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		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A	We are not a District of Innovation.	

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - 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

The district ensures 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 Delivery Targets In; Proficiency, GAP, Novice Reduction, College and Career Readiness, and Graduation Rate by the prescribed KDE deadlines.

Measurable Objective 1:

collaborate to increase the percentage of students that are college/career ready to 84.2 by 05/31/2017 as measured by state indicators of college and career readiness.

Strategy1:

Professional Learning Communities - By providing opportunities for job-alike personnel to meet and collaborate we can; share best practices related to job responsibilities, learn and grow collaboratively and cooperatively within our job responsibilities, remain focused on the district mission/vision, build professional relationships across the district, and support student and staff needs for continuous growth.

Category: Professional Learning & Support

Research Cited:

Activity - PLC Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school calendar has five (5) days included for certified staff to report for school level professional learning. Agendas are developed by principals and correspond to; interventions in place in their buildings from the Instructional Rounds Process, book study, and/or the district professional learning plan.	Professional Learning	07/01/2016	06/30/2017	\$0 - District Funding	Superintendent, Director of Pupil Personnel, Principals

Activity - Protected PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All seven schools have agreed to reserve 2 pm to 3 pm on all district-wide PLC days to allow for grade level and vertical grade PLC meetings.	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Instruction, Principals

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Superintendent Site Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annual site visits to all schools in the district to meet with staff (certified and classified) for the purpose of; having staff share information related to the school, what's going well and where they may need more assistance, support, or resources. Information from these site visits helps inform the; district professional learning plan, maintenance, curriculum resources/support, RtI processes/procedures, district and school initiatives, and retention of staff (staff voice).	Recruitment and Retention Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendent, Principals

Strategy2:

Continuous Improvement - Focused school and district improvement process that leads to a professional learning plan for certified employees.

Category: Continuous Improvement

Research Cited:

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Erlanger-Elsmere Instructional Rounds process, annual evaluations, and assessments (state and local) will provide data to inform the focus of the annual District Professional Learning Plan.	Professional Learning	07/01/2016	06/30/2017	\$0 - District Funding \$0 - Title II Part A	District Professional Learning Coordinator

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - EES Instructional Rounds Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.</p> <p>The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and will; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, Next Level of Work).</p> <p>District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement.</p> <p>This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.</p> <p>The work allows us to meet the needs of our individual schools and drives our support for schools from the district level (professional learning, staff development, resource identification and implementation).</p>	<p>Academic Support Program Professional Learning Policy and Process Technology Direct Instruction</p>	<p>08/17/2016</p>	<p>05/23/2017</p>	<p>\$0 - District Funding</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Principals, Assistant Principals, Counselors, Instructional Coaches, certified and classified staff</p>

The 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 Delivery Targets In; Proficiency, GAP, Novice Reduction, College and Career Readiness, and Graduation Rate by the prescribed KDE deadlines.

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Measurable Objective 1:

collaborate to ensure that the Erlanger-Elsmere School District meets Proficiency and GAP Delivery Targets in reading and math (Combined Reading and Math 71.4% Proficient/Distinguished, Reading 73% Proficient/Distinguished, and Math 69.8% Proficient/Distinguished) by 05/31/2019 as measured by state assessments.

Strategy1:

Positive Behavior Interventions and Supports - 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

Activity - School PBIS Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School teams for Tier 1, 2, and 3 will meet monthly to discuss ongoing implementation of PBIS. There is intentional involvement of special education staff on the Tier teams at the school level.	Behavioral Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School PBIS Teams Tier 1, 2, and 3, Principals or designee

Activity - District PBIS Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, and School PBIS Coaches will meet quarterly for training, data review, and PLC work related to PBIS Implementation at Tier 1, 2, and 3 levels.	Behavioral Support Program	11/01/2012	05/31/2017	\$0 - No Funding Required	Superintendent, District PBIS Coach, District PBIS Data Coordinator, DoSE, School PBIS Coaches, Principals

Activity - PBIS Self Assessment Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will complete and utilize the PBIS Self Assessment Survey for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0 - No Funding Required	District PBIS Data Coordinator, School PBIS Coaches, Principal or designee

Activity - PBIS Tiered Fidelity Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Teams (Tier 1, 2, and 3) will utilize the PBIS Tiered Fidelity Inventory for analysis of effectiveness, action plan development, and recognition of implementation with fidelity on an annual basis.	Behavioral Support Program	08/17/2016	05/23/2017	\$0 - No Funding Required	District PBIS Data Coordinator, School PBIS Coach, Principal or designee

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Discipline Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A common system for compiling and monitoring discipline data has been established and maintained. This includes the monitoring of discipline for students with disabilities. Processes are in place district-wide and at individual schools for the review of the data to insure equity and insure that no disproportionality occurs. This also insures that appropriate social/emotional and behavioral supports are in place for all students, including those with diverse needs and/or disabilities.	Behavioral Support Program	11/01/2012	05/31/2017	\$0 - No Funding Required	District PBIS Data Coordinator

Strategy2:

System of Student and Family Support - Our Vision: Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential. Our mission: It is the mission of the Erlanger-Elsmere School District to embrace and attend to the individual needs of our students students, regardless of the obstacles.

The systems of student and family support we have in place bring that vision and mission to life. Taking a whole child approach to education has enabled us to make strides in closing achievement gaps and improving educational outcomes for our students.

The activities connected to this strategy will provide details of initiatives and programs related to that whole child approach.

Category: Persistence to Graduation

Research Cited:

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Intentional and ongoing efforts to cultivate community partnerships that will enhance and supplement district resources to meet the district's vision and mission. Community partnerships include, but are not limited to:</p> <ul style="list-style-type: none"> Children's Home of Northern Kentucky • Champions Northern Kentucky Cooperative for Educational Services • Regional Schools Program The Point of Northern Kentucky Diocesan Children's Home Department of Vocational Rehabilitation E3C • Children's Inc. • United Way • Skyward • Northern Kentucky Community Action Committee (Head Start) Brighton Center • CET • STEP Forward The Cabinet for Health and Family Services NorthKey Catholic Charities Counseling and Diagnostic Center Family Nurturing Center Mebs and Associates Juvenile Justice Grant (Grades 6-8 only) Positive Pathways St. Elizabeth Behavioral Therapeutic Collaborative The Ridge The City of Erlanger The City of Elsmere Erlanger Police Department Elsmere Police Department Erlanger Fire Department Elsmere Fire Department Department of Homeland Security Kentucky Center for School Safety Kentucky Center for Instructional Discipline Lincoln Grant Scholar House Northern Kentucky Educational Council Navigo Northern Kentucky University Thomas More College Gateway Community College 4C for Children Northern Kentucky Association of Gifted Educators Erlanger Lions 	<p>Community Engagement Behavioral Support Program Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0 - No Funding Required</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, Families in Transition Coordinator</p>

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>During the summer months, all children ages 1-18 living in Erlanger Elsmere are invited to stop by for breakfast and lunch free of charge. Adults, 19 or older will be charged a small fee. During the school year, students and family members can stay after school to enjoy a meal at participating locations. Beginning with the 2016-17 school year, the Erlanger-Elsmere School District will take part in the Community Eligibility Program.</p> <p>The Home & School Connection e-newsletter is a service of the Erlanger-Elsmere School District Title I department.</p> <p>Our engage shines a spotlight on the latest educational news and feature stories pertaining to our schools, students, teachers, and administrators. Also included are community activities. A hard-copy engage is sent to every resident within the district's boundaries quarterly and the engage e-newsletter goes out monthly.</p> <p>The Annual Block Party, coordinated by the FRYSC Directors, engages families in an outdoor venue with opportunities to learn about the district's schools, extra curricular activities, community resources, pre-school opportunities, etc. in a fun-filled, carnival-like event.</p> <p>Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy option that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.</p> <p>Families in Transitions Coordinator and the FRYSC Directors collaborated on the development of a Resource Guide for families.</p>	<p>Parent Involvement Community Engagement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0 - Title I Part A</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, ELL Coordinator, Pre-school Director, District Health Coordinator, FIT Coordinator, Food Service Director, Principals, FRYSC</p>

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 district-wide 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 2,400 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 5% of our students are English Language Learner students. With a minority student population of 31%, and with 73% of our students qualifying for the free/reduced lunch program, we are privileged to serve a culturally diverse population of about 2,400 young people of varied socioeconomic backgrounds, providing instruction to meet the needs of all students.

Additionally, 14% of our students are receiving Special Education Services, and 9% 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 72.5% 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 years. Seventeen of our teachers are certified by the National

Board for Professional standards, representing 11% of our certified 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.

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.

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 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

Comprehensive District Improvement Plan

Erlanger-Elsmere Independent

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.

The Erlanger-Elsmere School District would like to thank the students, parents, teachers, staff members, community members, and Board of Education Members for their commitment to excellence.

Our state Unbridled Learning Assessment and Accountability results classified the Erlanger-Elsmere School District as a Distinguished School District! These results are an indication of the wonderful work that goes on daily in all of our schools. It also includes the many partnerships and relationships our schools have developed with our students, our parents, and our community. While we celebrate wonderful assessment results, we do not focus on our test scores; we keep the focus on our students.

Our students are at the center of everything we do in the Erlanger-Elsmere School District. Every school in our district has been working on engaging students through research-based practices. We know learning begins and ends with student engagement. When students are truly engaged in learning linked to their interests, learning increases and the possibilities are limitless! We are also involved in a pilot grant with the Northern Kentucky Education Council and the Bill and Melinda Gates Foundation which focuses on building resiliency in our youth. Through this work, we are learning to apply strategies to increase grit and self-efficacy in our students. Equipping students with these skill sets and mindsets will strengthen their abilities to adapt to change and critically solve problems they may face in the workplace and in life. Authentically engaging our students in learning and working to build their resiliency will allow us to individualize learning even more for our students and prepare them for a global, diverse world.

Providing personalized learning which challenges ALL STUDENTS and respects and appreciates their talents, gifts, and diversity is the key to our wonderful assessment results. In addition to the initiatives mentioned above, the Erlanger-Elsmere School District provides many programs and resources that focus on the whole child/ adolescent and the whole family. We are working to ensure we address the social and emotional as well as the academic needs of our students, and we strive to challenge them in ways that will allow them to achieve their individual hopes and dreams. However, we also challenge our students to continue to learn about and appreciate the diversity of others.

All students bring their individual talents, beliefs, and areas for growth with them when they enter our schools. Our goal is to respect and assist ALL of them in developing their gifts while simultaneously helping them eliminate any learning gaps, expectation gaps, and opportunity gaps that may exist for them. We are so very proud of our students. They positively collaborate daily and demonstrate appreciation and respect for one another. They are watching all of us and through the respectful and authentic relationships we have with our parents, our community and within our schools they are seeing wonderful examples of how we should all appreciate and respect our differences.

In the end, we are all much more alike than we are different. As we prepare our students for the world outside of school we are thankful for our wonderful teachers, staff members, community members, and board of education members who show ALL students we value them and are here for them. We owe every student the opportunity to achieve the hopes and dreams that lie within their hearts. Those hopes and dreams are not measured by a specific assessment number, they are evident in the work our students do when they leave our schools and become successful, kind, and contributing members of our world.

Erlanger-Elsmere Schools has found an impressive point of progress over the past two years -- a 27 percent drop in the number of children entering kindergarten with no previous early learning experiences. That means more children are starting school ready to learn.

In 2014, nearly 50 percent of the children coming into kindergarten in the district had no pre-k programming -- that means no preschool, Head Start, private daycare, or other opportunities. This also means almost half of the student body had never encountered a formal approach to learning. That lack of experience often puts children behind their peers who have been exposed to educational opportunities, prior to kindergarten.

In 2015, that figure was reduced to 30.5 percent. In 2016, that number has been further reduced by 8 percent to 22.75 percent, meaning more children in the Erlanger and Elsmere communities are accessing early learning opportunities.

Erlanger-Elsmere Schools is proud to be a part of Pre-K Works, a collaborative of stakeholders led in partnership by Skyward and Success By 6® united by a vision for high-quality early learning experiences for all 3 and 4 year olds. By working together, we can more readily achieve our vision for a stronger community with a high quality of life for all.

A community's schools and its police are among its most vital entities. So, it just seems natural that the two work together and support each other. In Erlanger and Elsmere, the relationship between our school district and the police departments is strong and thriving.

For nearly 30 years, Erlanger and Elsmere police have maintained an active presence in the district's schools. The alliance started with DARE programs and school resource officers (SROs) and has evolved over time.

Today, in addition to traditional support, the police work side-by-side with the district's teachers and staff to address concerns, build safety plans for the schools, improve emergency response times, and provide intense, hands-on, training to prepare staff in case the worst should happen. The relationship goes beyond all that, too. It delves into how the police can engage with our schools to better assist our families.

The police departments in Erlanger and Elsmere support our school in countless ways, including:

- For more than 20 years during the holidays, the police have treated kids to "Shop with a Cop," a fun-filled day of shopping, food, treats, and a movie.
- Police and fire departments host an annual softball game to raise funds for the district's Family Resource Centers.
- Officers serve as DARE instructors, teaching elementary school children to "Say No to Drugs" and that police officers can be your friend.
- Adopt-a-School pairs every officer with a specific school, which they are encouraged to visit at some point during their week.
- Police officers participate in school career days, talking to students about what it's like to have a career in law enforcement.
- Elsmere's police chief serves as a member of Howell Elementary School's Counseling Department Advisory Council.
- Police with both cities work to keep people safe during parades and community events.
- School Resource Officers are a presence in the schools and consistently go above and beyond, coaching athletics and nurturing relationships.

There's just something special about Erlanger-Elsmere Schools! The people are friendly. The friendships are real. The support is tangible. This special feeling that stems from people caring about each other and their community could, perhaps, be what draws people back. Back to where they came from, back to Erlanger-Elsmere Schools.

Our school district typically has a high number of alumni among the ranks of its faculty and staff. And what a fantastic experience that provides. To know your teacher sang the same fight song you'll sing at Friday night's football game... To eat a lunch prepared by a neighbor who lives down the street... To know you're walking down the same halls your principal did when he was your age. That's a level of inter-generational involvement that only deepens the sense of community that has been and continues to be strong.

And it should certainly make today's parents feel good to know that those leaders, teachers, and staff feel so strongly about their own positive experience with Erlanger- Elsmere Schools that it's the place they have chosen to carry out their life's work. They can be assured their children are in caring hands.

Some things are the same. Many things have changed. One thing is clear:
Erlanger and Elsmere are communities people very much like to come back to.

In support of continuous district and school improvement efforts we will conduct Instructional Rounds in each of our schools. District administrators, Principals, Assistant Principals, Instructional Coaches, Counselors, school staff and the Northern Kentucky Cooperative for Educational Services will collaborate to; analyze school data, identify a problem of practice, conduct Instructional Rounds, develop next steps for improvement, and evaluate and evolve the implementation of the next steps.

The model developed for Instructional Rounds is ongoing and blends aspects of several best practices; Instructional Rounds, Data Analysis, and Logic Models (from professional school counseling work). We will meet with each school administrative team in the fall to review their Instructional Rounds Logic Model, discuss progress made in implementing their interventions (Next Steps), and begin development of their Problem of Practice for Instructional Rounds in 2017. These meetings will be two (2) hours in length and subsequent meetings will be scheduled as needed. In January, February, and March we will conduct Instructional Rounds in the schools. Each event will be six (6) hours in length and; administrators in small groups will gather data directly related to the problem of practice through a series of fifteen (15) minute classroom observations, and the Instructional Rounds Debrief Process (Description, Analysis, Prediction, and Next Level of Work). District and school administrative teams will meet with school staff prior to and after the scheduled Instructional Rounds in each school. The pre-rounds meeting will serve to orient and educate the staff to the Instructional Rounds process and the school's problem of practice. The post-rounds meeting will serve to involve the staff in the development of the next steps for improvement. This process is cyclical and will repeat each year with evaluation and evolution of Next Steps, analysis of data, identification of the problem of practice, and Instructional Rounds.

Additional Information

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

Additional information about the Erlanger-Elsmere School District, Lloyd Memorial High School, Tichenor Middle School, The Bartlett Educational Center, Arnett Elementary School, Howell Elementary School, Lindeman Elementary School, and Miles Elementary School can be found at <http://www.erlanger.kyschools.us/>.

Engage is the Erlanger-Elsmere School District's newsletter for residents of the school district. If you'd like to sign up for a free electronic version of the newsletter (whether you're a resident of the school district or not!) send your name and email address to: engage@erlanger.kyschools.us.