2021-22 Phase One: Continuous Improvement Diagnostic for Districts_09072021_12:21

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

Washington County
Jennifer Cochran
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United States of America

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2021-22 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• Executive Summary for Districts
• The Superintendent Gap Assurance
• Professional Development Plan for Districts

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• English Learner Plan for Districts (Lau Plan) (Due May 1)
• Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that

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the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Dr. Robin Cochran 9/7/2021

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2021-22 Phase Two: District Assurances

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2021-22 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2021-2022 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- **Yes**
- No
- N/A

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: The Needs Assessment for Districts_09092021_10:51

2021-22 Phase Two: The Needs Assessment for Districts

Washington County
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2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The Washington County School District is committed to an ongoing, systemic, cyclical continuous improvement process focused on student learning. The District Leadership Team's process includes the collection and analysis of multiple sources of data across all schools to determine strengths and growth areas as well as the contributing factors to prioritize our needs. Our comprehensive district improvement plan (CDIP) and support to the schools as they develop the comprehensive school improvement plans (CSIPs) is grounded in the continuous improvement cycle. Both the district and schools' improvement plans set specific,

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measurable, appropriate, realistic, and time-bound (SMART) goals and objectives based on the analyzed data results. Strategies and activities along with progress monitoring plans are developed to address the areas for growth. After the development of the CDIP and CSIPs, our district leadership team and school-level leadership teams implement the plans, collect data, and at least quarterly stops to discuss as a team the status of the plan through progress monitoring/ implementation and impact checks in order to evaluate as well as make adjustments. Then, the improvement cycle begins again. During monthly administrators meetings, principals and district administrators discuss best practices, learning walk data, teacher effectiveness data, student data, and what is working in the schools. Parents, community members, SBDM members, and the board provide input in the development of the plan and are regularly updated on the progress towards the implementation and success of the plan towards meeting the goals set for in the yearly plan. This process acknowledges the importance of engaging administrators, teachers, parents, students, community members, and other stakeholders throughout the whole district improvement process.

Trends

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

Example of Trends
-The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic data - Analyzing KRPEP data trends over the past two years has been impacted due to COVID-19 disruption. However, analizing KPREP data since the spring of 2018, indicates the number of students scoring proficient or distinguished in reading and mathematics at the elementary and middle school levels is decreasing. At the middle school and high school levels the number of students scoring proficient or distinguished has been slightly increasing since the spring of 2018. During the fall of 2020, the elementary and middle schools switch from utilizing MAP to I-Ready as the diagnostic/interim assessment for reading and math. The Fall of 2021 I-Ready reading diagnostic data indicates 20% of elementary and middle school students are on or above grade level which is the same exact %age from the Fall of 2020. The Fall of 2021 I-Ready mathematics diagnostic data indicates 11% of elementary and middle school students are on or above grade level which is a 1% increase from the Fall of 2020. At the high school, CERT cohort 2024 fall data indicates a decrease in average benchmark scores for grade 10 from

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previous grade 9 scores in English, Reading, and Science while showing an increase in Math. The % of grade 10 students scoring at or above benchmark in the fall of 2021 was English 31%, Math 3.1%, Reading 27.9%, Science 7.9% and Overall Composite 13.1%. CERT cohort 2023 fall data indicate a decrease in average benchmark scores for grade 11 when compared to grade 9 scores in English, Reading, and Science while showing an increase in Math. The % of grade 11 students scoring at or above benchmark in the fall of 2021 was English 26.1%, Math 8.2%, Reading 20.7%, Science 5.4%, and Overall Composite 15.3%.

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Spring of 2021 KPrep data: There is no accountability Kprep data for the Spring of 2021 due to the COVID-19 pandemic. The data reported for the Spring 2021 Kprep data is based only on those students who participated in the assessment. Reading - Elementary 35.% P/D compared to State 39.5%; Middle 48.3% P/D compared to State 44.0%; High School data was suppressed. Mathematics - Elementary 24.9% P/D compared to State 31.4%; Middle 30.3% compared to State 27.8%; High School data was suppressed. Science - Elementary data was suppressed; Middle 22.0% P/D compared to State 20.8%; High School data was suppressed. Writing - Elementary 28.0% P/D compared to State 39.8%; Middle - 50.8% P/D compared to State 50.9%; High School 58.3% P/D compared to State 57.3%. Fall 2021 I-Ready data: 20% of K-8 students are considered at or above grade level in Reading; 11% of K-8 students are considered at or above grade level in Math. Spring 2021 ACT: 26.2% met the ACT benchmark in English compared to 42.3% State; 27.0% met the ACT benchmark in Reading compared to 39.9% State; 15.9% met the ACT benchmark in Mathematics compared to 29.9% State. 2021 Fall CERT data - At the high school, CERT cohort

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2024 fall data indicates a decrease in average benchmark scores for grade 10 from previous grade 9 scores in English, Reading, and Science while showing an increase in Math. The % of grade 10 students scoring at or above benchmark in the fall of 2021 was English 31%, Math 3.1%, Reading 27.9%, Science 7.9%, and Overall Composite 13.1%. CERT cohort 2023 fall data indicate a decrease in average benchmark scores for grade 11 when compared to grade 9 scores in English, Reading, and Science while showing an increase in Math. The % of grade 11 students scoring at or above benchmark in the fall of 2021 was English 26.1%, Math 8.2%, Reading 20.7%, Science 5.4%, and Overall Composite 15.3%. Spring 2021 AP Performance: 31% of students enrolled in AP Language and Composition earned a qualifying score on the exam; 25% of students enrolled in AP U.S. History earned a qualifying score on the exam; 33% of students enrolled in AP Studio Art 2-D Design earned a qualifying score portfolio exam. Spring 2021 Graduation Rate: The 4-year graduation rate for Washington County was 97.3% as compared to the state 90.2%; The 5-year Graduation Rate was 99.3% as compared to the State 92.3%. Fall of 2021 K Screener: K-Screener data indicates 33% of K students are considered Ready while 67% are considered Ready with Interventions. 2020-2021 Behavior Events: 8 behavior events were reported at the elementary level; 20 behavior events were reported at the middle school level; 29 behavior events were reported at the high school level. Out of those reported, 5 were considered harassment including bullying, 3 alcohol, 9 tobacco, and 42 other events resulting in state resolutions. 2020-2021 Chronic Absenteeism: 19% of students were considered chronically Absent during the 2020-2021 school year. This data is not comparable to prior years reported in the Kentucky School Report Card due to traditional attendance not being collected (COVID-19). This data is based on daily student participation. 2020-2021 CTE (12th grade only due to COVID-19): Agribusiness - 47% passed; Animal Science - 50% passed; Computer programming - 50% passed; Consumer and Family Sciences - 65%; Culinary - 65% passed; Early Childhood - 90% passed; Marketing - 68% passed; Production Crop - 50% passed. 2020-2021 Transition to Adult (Graduates): 20% College; 29.3% Working; 36.4% Work-School Combination; 11.4% other. 2020-2021 Gifted/Talented: 287 students participated in Gifted and Talented programs. 156 Females, 131 males, 9 African American, 6 Asian, 19 Hispanic or Latino, 12 Two or More Races, 241 White, 119 Economically Disadvantaged, 22 Students with Disabilities, 6 Homeless, 3 Migrant. 2020-2021 Educator Data: 10.1% with Bachelor's Degree; 42.2% Master's Degree; 40.4% Rank I; 7.3% Specialist Degree. 15.4% considered inexperienced teachers; 7 National Board Certified Teachers; 5 Emergency/Provisional Certificates; 18% Teacher Turnover; Teacher Survey - 63% Favorable School Climate, 73% Favorable Managing Student Behavior, 75% Favorable School Leadership.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

2021 Spring Kprep data indicates our elementary students are scoring lower in reading and math when compared to the state. Fall 2021 I-Ready data indicates a low number of K-8 students scoring at or above grade level in Reading and Math. CERT data at the high school indicates a need for support in Math and Reading. Fall 2021 i-Ready assessment indicates that Number and Operations is the lowest-performing sub-domain across all elementary and middle schools with 86% of NW students below grade level, 91% of WCES students below grade level, and 83% of WCMS students below grade level in that category. Fall 2021 i-Ready assessment indicates that Vocabulary and Comprehension of Informational Texts are the lowest-performing sub-domains in Reading across all elementary and middle schools with 77% of students at NW performing below grade level in each, 81% of WCES students performing below grade level in Vocabulary, and 77% below grade level in Comprehension of Informational Texts, and at WCMS 71% of students were below grade level in Vocabulary and 74% below grade level in Comprehension of Informational Texts.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Trend data indicate our graduation rate is consistent over time. Math Kprep scores at the Middle school level seem to be an area of strength. Kprep Writing scores at all levels are higher than the state. According to the Fall 2021 i-Ready assessment, students at all schools perform well in phonological awareness, phonics, and high-frequency words.

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Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

KCWP 2

ATTACHMENTS

Attachment Name

WC 21-22 District Key Elements for Needs Assessment

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Attachment Summary

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2021-22 Phase Two: District Safety Report

2021-22 Phase Two: District Safety Report

Washington County
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2021-22 Phase Two: District Safety Report

District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes; 02.4241

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes: All schools 8/23/2021

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

11. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2021-22 Phase Three: Executive Summary for Districts

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2021-22 Phase Three: Executive Summary for Districts

Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Washington County is located in the heart of the Bluegrass Region in one of the most beautiful and historic counties in Kentucky. Less than an hour's drive from Louisville and Lexington, Washington County is a small rural county. According to the most recent United States Census, today approximately 12,000 people call Washington County Kentucky home. Slightly more than 90% of the county's population is Caucasian with African Americans making up 6% of the population and Hispanic/Latino making up 3% of the population. Other ethnic categories represent 1% of the population. Median household income is $53,743, which is slightly above the state average. Approximately, 15.2% of persons living within Washington County live in poverty. Most recent census data available indicate that approximately 84% of the county's residents over the age of 25 have a high school diploma while college graduates make up approximately 18.8% of the population. The Washington County Public School system serves a community with several unique features, which includes the following: * Local access to Elizabethtown Community and Technical College * A friendly and hospitable community * Cultural opportunities, including a local theater, concerts, art displays, historical attractions, recreational activities * Agricultural facilities * Two large industrial facilities - Innoac and Toyotomi * Strong community leadership programs, including Adult/Teen Leadership and State/Agricultural Leadership programs * Environmentally Friendly Green Community * Certified Work Ready Community * Active SpringfieldWashington County Economic Development Authority * Washington County falls within the Lincoln Trail regional area. However, like many communities, there are several challenges including: * The lack of available skilled workforce * Due to Washington County being a rural and agricultural county, it is difficult to have the available technology infrastructure needed for technology-based job opportunities * Within the county, there is not a hospital or medical facility located making it necessary to commute to other counties for health-related issues * Low number of opportunities for entertainment. According to Kentucky Center for Statistics, the following high skill occupation groups are projected to be in demand between 2018 to 2022 within the Lincoln Trail Region: Healthcare Engineering Business and Financial Operations Community and Social Service Computer and Mathematical Life, Physical and Social Science Washington County schools serve a diverse population of over 1790 students within its four schools, including 20% of

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minority and more than 62% of economically disadvantaged students. The district employs over 400 employees committed to ensuring the success of all. The Washington County Schools' instructional faculty consists of over 104 certified and 35 classified staff members. All instructional staff adheres to the state guidelines for certification as mandated by Kentucky's Education Professional Standards Board. Washington County teachers strongly value continuing education with 42.4% obtaining a Master's Degree and 40.4% earning their Rank I. Seven teachers have earned a National Board Certification in the last two years.

District's Purpose

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

Mission Statement: The Washington County School District in partnership with families, postsecondary institutes, and the community, will provide a variety of challenging personalized learning experiences in a nurturing and safe environment, by empowering all students to develop college and career readiness skills in order to become successful contributing members of a global society.

Notable Achievements and Areas of Improvement

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

The success of Washington County Schools is evidenced by the many achievements through which students have achieved excellence. The following is a list of some of the accomplishments of Washington County Schools: * One-to-One District * Community Mifi access * Striving Readers Grant - $500,000 * CU Excellence in Teaching Award * WCHS Graduation Rate * WCHS Dropout Rate: 0% * WCHS Freshman named to 5th All-Region Soccer Team * WCHS student earned a private pilot license * WCHS Sophomore selected for 2020-2021 KYHSRA Cinch Team * 18 WCHS Culinary II student passed food handlers test and earned industry certification * WCHS Commander Marching Band placed 2nd in the KMEA State Championship * One WCHS student selected to receive the Hugh O'Brian Youth Leadership Award * One WCHS student qualified for the KHSAA State Golf Tournament * Seven teachers who have earned a National Board Certification. * 12 WCHS students participated in the Young Women Lead Conference * NWES - Junior Beta winners at state and local competitions * NWES Middle School Academic Team earned the title of District Champion at the Governor's Cup Competition * NWES 6th grade NIT Champions in basketball * NWES Science teacher selected to serve on KDE's Science Standards committee * WCES 3rd and 4th-grade basketball team

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Champion Runner Ups * Teacher Leadership * Technology in the Classroom *Systemic NTI program * Districtwide curriculum with pacing guides, units, and assessments * WIFI in every classroom * Network infrastructure updated to support student online learning * IBG Network speed * 21st Century Grant * On-site Healthy Kids Clinic in each school location * Received a Toyotomi donation for playground * District-wide NCFL partner in Kentucky's Family Engagement Partnership Project * KYCL2 Grant Recipient * CKEC Transformation Zone Partner District *Built a new bus garage * Received $375,000 preschool partnership grant to support social/ emotional growth in early childhood Areas for Improvement: * AP Pass Rate * RTI research-based practices * RTI *enrichment opportunities * Post-secondary counseling for middle school students *Standards-Aligned Feedback * Formative Assessment Practices * Writing * Disability Gap * Increase dual credit opportunities in CTE pathways * Math

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

NA

Additional Information

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

NA

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Attachment Summary

Attachment Name	Description	Associated Item(s)

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2021-22 Phase Three: The Superintendent Gap Assurance

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United States of America

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Washington County

2021-22 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

● **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**

○ Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.

2021-22 Phase Three: Professional Development Plan for Districts_09092021_10:50

2021-22 Phase Three: Professional Development Plan for Districts

Washington County
Jennifer Cochran
120 Mackville Hill
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2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the district's mission?

Washington County Schools, in partnership with families, post secondary institutes, and the community, will provide a variety of challenging personalized learning experiences in a nurturing and safe environment, by empowering all students to develop college and career readiness skills in order to become successful contributing members of a global society.

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2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the district's **top two priorities** for professional development that support continuous improvement?

1. Increase family engagement to enhance student learning. 2. Improve literacy instruction in vocabulary and comprehension of informational texts.

3. How do the identified **top two priorities** for professional development relate to district goals?

The district has established goals in family engagement and equity. Through our experience working with family engagement to this point, we have discovered that the strategies school teams and teachers are implementing to improve engagement also address equity concerns in the district.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Increase family engagement to enhance student learning: All teachers and administrators will develop foundational knowledge of Kentucky's Family Friendly Schools Framework. Schools will develop Family Engagement Teams to analyze Family Partnership survey data and establish school-level goals for improving performance. Based on analysis of survey results, schools and district will focus on improving in the areas of Communication and Relationship Building.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

We will establish practices to engage families as co-creators in student learning. We will implement multiple strategies to support effective two-way communication with families focused on student learning.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Improved performance in the Spring Family/Staff Family Engagement Survey results. Evidence of two-way communication and families as co-creators in student

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learning will be reported during monthly district-wide Family Engagement Team administrator sessions which are facilitated by our NCFL coach.

4d. Who is the targeted audience for the professional development?

Teachers and administrators

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Administrators, Teachers, Families, Students

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

NCFL coach, book study sets provided by Prichard (Powerful Partnerships; Beyond the Bake Sale) Family Friendly Schools survey and report District Family Engagement Team folder

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

NCFL coach will support principals and Family Engagement Teams with strategies and suggestions for implementation District Family Engagement Administrative Team will meet monthly to report progress and plan next steps

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Increase in Family Engagement activities throughout the district will be monitored through documentation of events and through family/staff surveys

ATTACHMENTS

Attachment Name

📄 Family Friendly Schools Self-Assessment

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes

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that need to occur in order to meet the goal.

Improve literacy instruction in vocabulary and comprehension of informational texts: Teachers across grade spans will implement literacy strategies to improve student vocabulary acquisition and comprehension of informational texts. Through the use of these strategies, student reading performance will improve.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Educators will understand the impact vocabulary instruction has on student learning. Educators will recognize the value of using informational reading strategies to improve student learning of content material.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Observational data will document increase in use of vocabulary and informational reading comprehension strategies. Administrators will recognize effective literacy practices. Student reading performance will improve.

5d. Who is the targeted audience for the professional development?

Administrators, Teachers

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Administrators, Teachers, Students

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

KYCL grant which provides KY Writing Project professional learning partnership and district literacy coach Book study sets and resources to enhance instructional practice Development of literacy observation tool (that serves similar purpose to KMIT)

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

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KWP district coaches, WCS district literacy coach, PLC analysis of student work and lesson planning Administrator practice and calibration of literacy observation tool

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Literacy instruction observation data PLC notes, agendas Analysis of student work Student reading performance (formative, interim, summative)

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Family Friendly Schools Self-Assessment	Assessment to monitor growth in family engagement	• 4h

2021-22 Phase Three: Comprehensive District Improvement Plan_09092021_10:50

2021-22 Phase Three: Comprehensive District Improvement Plan

Washington County
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2021-22 Phase Three: Comprehensive District Improvement Plan
Rationale

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

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

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.
a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

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

Washington County Schools' Theory of Change: If Washington County Schools clearly articulates and holds accountable the traits of accomplished teaching, leading, and learning, then all staff and students will work to meet performance goals and will achieve excellence. Family engagement strategies have been added to the Gap Closure and Growth objectives.

ATTACHMENTS

Attachment Name

📄 WC 21-22 Goal Template CDIP

Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency,

separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 WC 21-22 Goal Template CDIP		.

Comprehensive District Improvement Plan (CDIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Updated May 2021

1: Proficiency

2. Separate Academic Indicators

1st Problem of practice: Teachers will develop and implement a district curriculum that is aligned to state and national standards in order to meet the needs of students and our community.

Goal 1 - Proficiency Reading: By 2024, the district will increase the percentage of students scoring proficient/distinguished in Reading based on the KREP/Alternate KREP results from 55.3% in 2018 to 77.65% (elementary), from 66.3% in 2018 to 83.15% (middle), and from 39.2% in 2018 to 69.6% (high).
Goal 2 - Proficiency Mathematics: By 2024, the district will increase the percentage of students scoring proficient/distinguished in Mathematics based on the KREP/Alternate KREP results from 42.6% in 2018 to 71.3% (elementary), from 56.9% in 2018 to 78.45% (middle), and from 28.8% in 2018 to 64.4% (high).
Goal 3 - Separate Academic Indicator Science: By 2024, the district will increase the percentage of students scoring proficient/distinguished in Science based on the KREP/Alternate KREP results from 28.3% in 2018 to 64.15% (elementary), from 17.8% in 2018 to 58.9%(middle), and from n/a (not tested) in 2018 to 50% (high).
Goal 4 - Separate Academic Indicator On-Demand Writing: By 2024, the district will increase the percentage of students scoring proficient/distinguished in On-Demand Writing based on the KREP/Alternate KREP results from 36.5% in 2018 to 68.25% (elementary), from 48.7% in 2018 to 74.35% (middle), and from n/a (not tested) in 2018 to 50% (high)

Objective	Core Proposition Strategy	Core Proposition Component	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Objective 1 - Proficiency Reading: By 2022, the district will increase the percentage of students scoring proficient/distinguished in Reading based on the KREP/Alternate KREP results from 35.% in 2021 to 64.2% (elementary), from 48.3% in 2021 to 73.4% (middle), and from 35.9% in 2021 to 51.3% (high). ***Objective 2*** - Proficiency Mathematics: By 2022, the district will increase the percentage of students scoring proficient/distinguished in Mathematics based on the KREP/Alternate KREP results	*Core Prop #2 - Teachers know the subjects they teach and how to teach those subjects to students.*	Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.	The district leadership will establish a curriculum framework incorporating student products and thinking skills. For Example: WCS Literacy Plan Professional Learning: Disciplinary Literacy (WCSLLA; DBQ Project; On-going PD)	Product - Curriculum Framework (Pacing guide, standards-based units, assessments with blueprints, and rubrics)	Quarterly	Title I, V (Math Coach)
			Teachers will align the course curriculum in accordance with the district curriculum framework documents within the CIA folders. These activities will occur during Vertical and Horizontal PLCs and parallel partner work.	Product - Curriculum Map (Pacing guide, standards-based units, assessments with blueprints, and rubrics)	Quarterly	Title I, V (Math Coach) Early Release Funding

from 24.9% in 2021 to 54.0%(elementary), from 39.3% in 2021 to 65.52% (middle), and from 32.5% in 2021 to 43.0% (high). **Objective 3** - Separate Academic Indicator: By 2022, the district will increase the percentage of students scoring proficient/distinguished in Science based on the KREP/Alternate KREP results from 19.8% in 2021 to 42.64% (elementary), from 11.1% in 2021 to 34.24%(middle), and from 22.0% in 2021 to 31.6% (high). **Objective 4** - Separate Academic Indicator: By 2022, the district will increase the percentage of students scoring proficient/distinguished in On-Demand Writing based on the KREP/Alternate KREP results from 28.0% in 2021 to 56.95% (elementary), from 50.8% in 2021 to 58.96%(middle), and from 50.8% in 2021 to 52.75% (high).			Administrators will monitor the implementation of the district curriculum.	Learning walks, Bi-annual curriculum slice with analysis with the administrative team, Task Analysis. Instructional Snapshots, KMIT observations beginning at NWES with MS math and scaling across grades and schools	Quarterly; Monthly KMIT	Title I, V (Math Coach); Transformation Zone with CKEC
			Teachers will analyze assessments (Item/Results) as part of the horizontal and vertical PLCs to determine the level of implementation of the curriculum and standards alignment.	Analysis reports	Quarterly	Title I, V (Math Coach)

3rd Problem of practice: Teachers will implement high-yield instructional practices across all tiers to meet the needs of all students and systematically monitor those practices.

Goals

Goal 5 - Increase the % of students reaching English Learner Proficiency on the ACCESS from 3.6% in 2021 to 25% by 2024.

Objective	Core Proposition Strategy	Core Proposition Component	Activities	Measure of Success	Progress Monitoring	Funding
Objective 5- Increase the % of students reaching English Learner Proficiency from 3.6% in 2021 to 11% by 2022.	*Core Prop #3 Teachers are responsible for managing and monitoring student learning.*	Teachers support student learning in varied settings and groups. Teachers regularly assess student progress.	Implement family engagement strategies to improve relationships with EL families and students	Family participation; teacher implementation	Family Engagement Survey (annual)	KYCL; Prichard, NCFL
			Implement EL student mentoring program with support from NCFL and Chamber of Commerce	Student participation; interim performance scores of participating students	Mentoring records (monthly); performance scores (quarterly)	KYCL; Prichard, NCFL

			EL Tutor to serve targeted supplemental language services to EL identified students and families as well as Professional learning to teachers	Increase in EL language proficiency results; increase in language interium assessment results	Access testing; interium EL language proficiency assessment; PL surveys; EL family surveys and participation	Title I, III, V
			Quarterly EL parent meetings/workshops	EL family participation	EL family meeting/workshops surveys	Title I, III, V

4: Achievement Gap

4th Problem of practice: Teachers and administrators will participate in job-embedded professional learning to improve instructional practice to meet individual student needs

Goals	
Goal 6 - Achievement GAP Closure Reading (GAP to Proficiency): By 2024, the district will increase the percentage of students with a disability scoring proficient/distinguished in Reading based on the KREP/Alternate KREP (elementary/middle) and ACT (high school) results from 44.8% in 2018 to 72.4% (elementary), from 26% in 2018 to 63% (middle), and from 13.4% in 2018 to 56.7% (high).	
Goal 7 - Achievement GAP Closure Mathematics (GAP to Proficiency): By 2024, the district will increase the percentage of students with a disability scoring proficient/distinguished in Mathematics based on the KREP/Alternate KREP (elementary/middle) and ACT (high school) results from 20.7% in 2018 to 60.35% (elementary), from 13% in 2018 to 56.5% (middle), and from 7.7% in 2018 to 53.85% (high).	
Goal 8 - Achievement GAP Closure Science (GAP to Proficiency): By 2024, the district will increase the percentage of students with a disability scoring proficient/distinguished in Science based on the KREP/Alternate KREP (elementary/middle) and ACT (high school) results from 10% in 2018 to 55% (elementary), from 0% in 2018 to 50% (middle), and from n/a (not tested) in 2018 to 50% (high).	
Goal 9 - Achievement GAP Closure On-Demand Writing (GAP to Proficiency): By 2024, the district will increase the percentage of students with a disability scoring proficient/distinguished in Writing based on the KREP/Alternate KREP (elementary/middle) and ACT (high school) results from 16.7% in 2018 to 58.35% (elementary), from 14.3% in 2018 to 57.15% (middle), and from n/a (not tested) in 2018 to 50% (high).	

Objective	Core Proposition Strategy	Core Proposition Component	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Objective 6- Achievement GAP Closure Reading (GAP to Proficiency): By 2022, the district will increase the percentage of students with a disability scoring proficient/distinguished in Reading based on the KREP/Alternate KREP results from 25.9% in 2021 to 55.84% (elementary), from 21.6% in 2021 to 21.6%(middle), and from 4.3% in 2021 to 30.72%(high).	*Core Prop #5 - Teachers are members of learning communities.*	Teachers collaborate with other professionals to improve school effectiveness.	The district instructional support team will provide professional learning focused on differentiated instructional strategies to meet individual student needs.	Instructional support team reports

Professional learning agendas, offerings, surveys | Quarterly beginning August 2021 | Title I, Title V, KYCL |
| **Objective 7** - Achievement GAP Closure Mathematics (GAP to Proficiency): By 2022, the district will increase the percentage of students with a disability scoring proficient/distinguished in Mathematics based on the KREP/Alternate KREP results from 5.6% in 2021 to 36.56% (elementary), from 11.8% in 2021 to 30.4%(middle), and from 4.3% in 2021 to 26.16% (high).
Objective 8 - Achievement GAP Closure Science (GAP to Proficiency): By 2022, the district will increase the percentage of students with a disability scoring proficient/distinguished in | | | Professional Learning Communities will analyze student work in order to inform instructional practice during Vertical and Horizontal PLCs. | Student work analysis protocols

Monthly principal team updates | Quarterly | Title I, Title V, KYCL |

Science based on the KREP/Alternate KREP results from 5.0% in 2021 to 28%(elementary), from 0% in 2021 to 20% (middle), and from 0% in 2021 to 20% (high). **Objective 9** - Achievement GAP Closure On-Demand Writing (GAP to Proficiency): By 2022, the district will increase the percentage of students with a disability scoring proficient/distinguished in Mathematics based on the KREP/Alternate KREP results from 6.7% in 2021 to 33.36% (elementary), from 14.2% in 2021 to 31.44% (middle), and from 21.4% in 2019 to 30%(high).			Special Education Admin will meet with prinicpals at least quarterly to discuss co-teaching and/or resource instruction	PLC minutes showing principals discussion of what is taking place in co-taught and resource settings	Quarterly	NA
			Teachers and administrators will participate in Family Friendly Partnership professional learning in order to better support student achievement through family engagement.	Annual spring family and staff surveys on family engagement; staff/school family engagement self-assessment	Annual survey with monthly family engagement team activity updates in shared folder	Family Friendly Partnership with Prichard and NCFL; KYCL

Updated May 2021

4th Problem of practice: Administrators and teachers will systematically monitor and respond to student performance of academic and non-academic indicators.
Goals
Goal 10 - Post-Secondary Readiness: 12th Grade: Increase the percentage of high school students who are Post-Secondary Ready (Academic/Career/English Language Proficiency) from 47.5% in 2018 to 73.75% by 2024.
Goal 11 - Graduation Rate: Sustain the average freshman graduation rate of 98.85% by 2024, as measured by the average of 4-year and extended 5-year Cohort Graduation Rate.

Objective	Core Proposition Strategy	Core Proposition Component	Activities	Measure of Success	Progress Monitoring	Funding
Objective 10 - Post-Secondary Readiness 12th Grade: Increase the percentage of high school students who are Post-Secondary Ready from 63.1% in 2019 to 70% by 2021. **Objective 11** - Graduation Rate: Increase the average freshman graduation rate of 98.3% in 2021 to 98.85% in 2022, as measured by the average of 4-year and extended 5-year Cohort Graduation Rate.	Core Prop #1 - Teachers are committed to students and their learning.	Teachers know their mission transcends the cognitive development of their students.	Implement focused high school transition ready activities based on individual learning plans	Increase the number of students meeting transition readiness data	Quarterly	
			Implement a social, emotional and behavioral learning program within the Elementary and Middle schools.	Behavioral Data	Quarterly	Title V
			Develop and implement a district graduate profile with benchmarks across grade levels.	Community participation in student profile presentations	Annual	