



2022-23 Phase One: Continuous Improvement Diagnostic for
Districts_09022022_09:42

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

Washington County
Jennifer Cochran
120 Mackville Hill
Springfield, Kentucky, 40069
United States of America

Table of Contents

<u>2022-23 Phase One: Continuous Improvement Diagnostic for Districts</u>	3
---	---

2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary 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
- The Superintendent Gap Assurance

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)
- Professional Development Plan for Districts (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

Washington County

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

9/30/2002



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Table of Contents

<u>2022-23 Phase One: Executive Summary for Districts</u>	3
---	---

2022-23 Phase One: 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 5.5% of the population and Hispanic/Latino making up 4.2% of the population. Other ethnic categories represent 1% of the population. Median household income is \$55,321, which is above the state average of \$52, 238. 5.7% of Washington County's residents speak a language other than English at home. Approximately, 14.2% of persons living within Washington County live in poverty. The most recent census data available indicate that approximately 87.6% of the county's residents over the age of 25 have a high school diploma while college graduates make up approximately 20.3% of the population. 75% of households have a broadband Internet subscription while 86.9% of households have a computer. Washington County schools serve a diverse population of over 1800 students who enrolled within its four schools during the 2021-2022 school year. The student population consists of 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 103 certified 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 43.8% obtaining a Master's Degree and 35.2% earning their Rank I. Seven teachers have earned a National Board Certification.

According to Kentucky Center for Statistics, the following high-skill occupation groups are projected to be in high demand between 2020-2025 within the Lincoln Trail Region: Food Preparation and Serving Related, Production, Office and Administrative Support, Sales, and Transportation and Material Moving.

The Washington County Public School system serves a community with several unique features, which include 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 - Inoac and Toyotomi * Strong community leadership programs, including Adult/Teen Leadership and State/Agricultural Leadership programs * Environmentally Friendly Green Community * Certified Work Ready Community * Active Springfield Washington 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.

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.

Preschool Partnership Grant, Kentucky Collaborative Literacy Grant Recipient, Kentucky Association of Educational Cooperatives Deeper Learning Grant Participant, L3 (Laboratories of Learning) District through United We Learn, Work Skills Initiative Grant Recipient for the State of Kentucky, Family Friendly Schools Learning Network Participant (Only district with all schools participating). NWES, WCES, WCMS, and WCHS Family Friendly Certified, Home school district of Miss Teen Rodeo Kentucky 2022, Home school district of 2022 Miss Kentucky, Award-winning marching band, Award-winning student artists, 0% dropout rate, 2022 KHSAA Bass Fishing Male Student-Athlete of the Year. All primary grade levels have teacher leaders accepted into the LETRS Cohort, Kentucky innovative learning network, Equity playbook pilot, and 6 Rising Educator Capstone participants. CKEC Special Educator of the Year, Preschool Partnership Grant recipient, WHAS Crusade for Children grant recipient, and student spotlights on students (with disability) who are recognized locally and nationally in competitions. Moved into new bus garage; in the design phase for comprehensive high school athletic complex; completed district-wide security camera upgrades; installed keyless entry to exterior doors on all buildings; installed new cooling tower at WCES/WCMS; upgrades to asphalt at BOE and WCHS; purchase a new trailer for band; addition of doors to make a security vestibule at WCES. Areas of improvement in last 3 years: safer more efficient working conditions for transportation department with new garage; ongoing transition to LED lightnig district wide (approx 40% complete). Partnership with Communicare to provide therapist for Universal SEL instruction, addition of district leadership role to include Diversity, Equity, and Inclusion, continuous growth of Birth-5 child and parent/family supports to lead to school-readiness. Areas for Improvement: * AP Pass Rate * RTI research-based practices *Enrichment

opportunities * Post-secondary counseling for middle school students *Standards-Aligned Feedback * Writing * Disability Gap * Increase dual credit opportunities in CTE pathways * Math * Excellence GAP. WC is working to fulfill the strategic plan over the next 4 years. The Washington County Special Education department has committed a team of teacher leaders to the Specially Designed Instruction (SDI) cohort through CKEC. Teacher leaders will be working to bring back knowledge and resources to build our skillset in designing intentional services for students with IEP. Additionally, we are committed to a Math Transformation initiative through CKEC, with a focus on middle school math and a transformation intentional process that will then transfer to other content areas and behavior for continuous improvement. Our district is also committed to Diversity, Equity, Inclusion, and Belonging through engagement in the Equity Playbook coaching cycle, which involves district and school administrators, guidance counselors, and teacher leaders across the district. WCSD is intentionally building Social and Emotional resources, including SE Learning opportunities and partnerships with outside agencies to provide needed services to our students (Communicare, HKC), and improvement of services to the Gifted/Talented population of students by increasing staff support. WCSD is working to continue to grow the Birth-5 child and parent/family supports to lead to school readiness. Renovation on North Washington wastewater treatment plant; upgrade to energy efficient windows at BOE; replace the boiler at WCES/WCMS; complete WCHS exterior repairs; complete WCES/WCMS drainage repairs

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Districts

Washington County
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Table of Contents

2022-23 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	10

2022-23 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 and alignment to our district Strategic Plan. 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, 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, strategic plan, 30-60-90 day plans, 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.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

Upon review of the 21-22 CDIP, Washington County has determined the following successes: establishment of a curriculum framework, Math and Reading assessment analysis, professional learning focused on differentiated instructional strategies, implementation of social/emotional, and behavioral learning program within the elementary/middle schools, and implementation of family engagement strategies. Areas to inform this year's plan include: revising the curriculum framework based on Ky's Model Curriculum Framework, Monitoring the implementation of the district curriculum, scaling teachers' assessment analysis processes to other content areas, the English Language supports, PLC student work analysis processes, monitoring of co-teaching/resource instruction, development of the graduate profile, and ILP conversations. Based on KSA data, we still need to focus on our subpopulations. We did not meet all of our accountability goals set by the state.

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

KSA indicates the GAP seems wider in elementary reading when compared to math. The IEP population met the goal in elementary social studies. Hispanic/Latino population outperformed all students category in middle school reading. Female/Male gap evident in Middle school reading. Elementary English Learners continue to underperform. The significant gap between males and females in middle school social studies. Middle school science saw substantial growth. Districtwide sees

deficiencies for all science, Social Studies, and writing students. High School met goals for all students in Math and Reading.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Spring of 2022 KSA data: Reading - Elementary 41.0% P/D compared to our goal of 57.4 %; Middle 56.0 % P/D compared to our goal of 65.9 %; High School data 51.0% P/D which was above the goal of 37.1%. Mathematics - Elementary 37.0% P/D compared to our goal of 43.0%; Middle 51.0% compared to our goal of 62.9%; High School 41.0% P/D which was above the goal of 25.0%. Science - Elementary data 29.0% P/D compared to our goal of 41.7%; Middle 35.0% P/D compared to our goal of 35.6%; High School 12.0% P/D compared to our goal of 25.4%. Social Studies - Elementary 38.0% P/D compared to our goal of 50.8%; Middle 45.0% P/D compared to our goal of 56.7%; High School 28.0% P/D which met our goal for 2022 of 28.0%. Writing - Elementary 28.0% P/D compared to our goal of 53.0%; Middle - 59.0% P/D which was above our goal of 31.1%; High School 35.0% P/D compared to our goal of 48.5%. Graduation Rate - 4-year cohort was 97.8% above the goal of 95.% and the 5-year cohort was 98.6% above the goal of 96.0%. English Language Proficiency - 27.0% of English Learners at the elementary reached EL Proficiency. AP Proficiency - out of 126 students enrolled 29 students earned qualifying scores - 23%. Dual Credit - 310 students were enrolled in dual credit and 286 earned a qualifying grade of c or better - 92%. We have 314 students who participate in the gifted and talented program. CTE - only 24.2% of 12 grade students complete a pathway. Career Readiness Indicators (graduates) - 3.8% earned industry certs, 12.9% passed a CTE EOP, 0% apprenticeships, 8.3% Dual Credit, 20.4% more than one indicator, 54.5% did not meet any of the indicators. Perkins measures(graduates) - met all performance measures - 4 year grad, reading attainment, math attainment, science attainment, postsecondary placement, non-traditional participation, and postsecondary credential attainment. State Assessment Indicators - Reading/Math - Elementary - yellow; Middle - green; High School - yellow; Elementary - Hispanic/Economically Disadvantaged/Students with Disabilities - Orange; White - Yellow. Middle - Students with disabilities - Orange; Economically Disadvantaged - Green; White - Blue. High School - White/

Economically Disadvantaged - yellow. Science, Social Studies, and Combined Writing - Elementary - Yellow; Middle - green; High School - Orange. Elementary - Students with Disabilities - Orange; White/Economically Disadvantaged - Yellow. Middle - Students with Disabilities - Red; White/Economically Disadvantaged - Green. High School - White/Economically Disadvantaged - Orange. Progress on EL proficiency - Elementary - Orange which includes Hispanic or Latino/Economically Disadvantaged/English Learner including Monitored. Postsecondary Readiness indicator at the High School - Orange with economically disadvantaged being in the red and white in orange. PSR - Economically Disadvantaged - 38.7% P/D compared to all students 57.6% P/D. Science - Low P/D %ages at Elementary, Middle, and High School. EL students not performing in reading at the same level as their peers. Beginning of the year IREADY - Reading- 68% of students scored fell within Tier 1, 16% fell within tier 2, and 16% fell within at risk for tier 3. 97% scored tier 1 in phonological awareness, 78% in Phonics, 91% High-Frequency Words, 65% Vocabulary, 68% Comprehension literature, 65% Comprehension Informational text. Math IREADY- 68% of students scored fell within Tier 1, 18% fell within tier 2, and 14% fell within at risk for tier 3. 68% in Numbers and operations, 72% in Algebra/ Algebraic Thinking, 69% in Measurement/Data, 65% Geometry. K Readiness - 72% of students are ready with interventions, 27% are ready, and 1% are Ready with Enrichments. High School CERT data - English 32.2% of 10th graders and 29.5% of 11th graders met the benchmark this fall. Reading 23.1% of 10th graders and 25% of 11th graders met the benchmark this fall. Math only 1.7% of 10th graders and 10.2% of 11th graders met benchmark this fall. Science only 1.7% of 10th graders and 4.7% of 11th graders met the benchmark this fall. ACT - English - High School average score 16.5 compared to the state's score of 17.5; Reading - Average score of 18.2 compared to the state's average of 19.0; Mathematics - 17.0 average score compared to state's average of 17.7; Science - 17.4 average score compared to state's average of 18.6; Composite Score - 17.4 average score compared to state's average of 18.3; Non-Academic - Behaviors - Males have more behavioral events. 75.6% of students with behavioral events are students who are economically disadvantaged. 72 of the total 92 suspension events were students who were economically disadvantaged in 21-22. Quality of School Climate and Safety - Elementary - Yellow, Middle School - Green, High School Yellow. Elementary - White - Orange; Hispanic/Latino/Economically Disadvantaged/Student with Disabilities - Yellow. Middle - White/Economically Disadvantaged/Students with Disabilities - Green. High School - White/Economically Disadvantaged/Students with Disabilities - Yellow. 14.3% of Washington County teachers have bachelor's degrees, 43.8% have master's degrees; 41.9% have Rank I or higher. There are 7 National Board Certified teachers in Washington County. Teacher surveys show 76% believe favorably with school climate, 81% favorably with managing student behavior, and 85% favorably with school leadership. Review the attached document for spring 2022 KSA State VS District %P/D.

ATTACHMENTS

Attachment Name



% P/D District Vs State Data Spring KSA

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Spring of 2022 KSA data: Reading and Math - Elementary and middle students are not meeting their P/D goals (Reading - Elementary 41.0% P/D compared to our goal of 57.4 %; Middle 56.0 % P/D compared to our goal of 65.9 % and Mathematics - Elementary 37.0% P/D compared to our goal of 43.0%; Middle 51.0% compared to our goal of 62.9%). Science - all levels are not meeting their P/D goals (Elementary data 29.0% P/D compared to our goal of 41.7%; Middle 35.0% P/D compared to our goal of 35.6%; High School 12.0% P/D compared to our goal of 25.4%) Social Studies - Elementary and middle are not meeting their P/D goals (Elementary 38.0% P/D compared to our goal of 50.8%; Middle 45.0% P/D compared to our goal of 56.7%). Elementary and High School are not meeting their combined writing goals (Writing - Elementary 28.0% P/D compared to our goal of 53.0% and High School 35.0% P/D compared to our goal of 48.5%) Only 27.0% of English Learners at the elementary reached EL Proficiency. Low number of students reaching AP Proficiency (out of 126 students enrolled 29 students earned qualifying scores - 23%). Low number of CTE Completers (only 24.2% of 12-grade students completed a pathway). Low number of 12-grade students obtained Career Readiness Indicators (graduates) (3.8% earned industry certs, 12.9% passed a CTE EOP, 0% apprenticeships, 8.3% Dual Credit, 20.4% more than one indicator, 54.5% did not meet any of the indicators). State Assessment Indicators - Reading/Math - Elementary - Hispanic/Economically Disadvantaged/Students with Disabilities - Orange; Middle - Students with disabilities - Orange. High School - White/Economically Disadvantaged - yellow. Science, Social Studies, and Combined Writing - Elementary - Yellow; High School - Orange. Elementary - Students with Disabilities - Orange as compared to White/Economically Disadvantaged - Yellow. Middle - Students with Disabilities - Red as compared to White/Economically Disadvantaged - Green. High School - White/Economically Disadvantaged - Orange. Progress on EL proficiency - Elementary - Orange which includes Hispanic or Latino/Economically Disadvantaged/English Learner including Monitored. Postsecondary Readiness indicator at the High School - Orange with economically disadvantaged being in the red and white in orange. PSR - Economically Disadvantaged - 38.7% P/D compared to all students 57.6% P/D. Science - Low P/D %ages at Elementary, Middle, and High School. EL students not performing in reading at the same level as their peers. K Readiness - Only 72% of students are ready with interventions, 27% are ready, and 1% are Ready with Enrichment. High School CERT data - English 32.2% of 10th graders and 29.5% of 11th graders met the benchmark this fall. Reading 23.1% of 10th graders and 25% of 11th graders met the benchmark this fall. Math only 1.7% of 10th graders and

10.2% of 11th graders met the benchmark this fall. Science only 1.7% of 10th graders and 4.7% of 11th graders met the benchmark this fall. ACT - English - High School average score 16.5 compared to the state's score of 17.5; Reading - Average score of 18.2 compared to the state's average of 19.0; Mathematics - 17.0 average score compared to state's average of 17.7; Science - 17.4 average score compared to state's average of 18.6; Composite Score - 17.4 average score compared to state's average of 18.3; Non-Academic - Behaviors - Males have more behavioral events. 75.6% of students with behavioral events are students who are economically disadvantaged. 72 of the total 92 suspension events were students who were economically disadvantaged in 21-22. Quality of School Climate and Safety - Elementary - White - Orange as compared to Hispanic/Latino/Economically Disadvantaged/Student with Disabilities - Yellow.

Strengths/Leverages

6. 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.

Graduation Rate - 4-year cohort was 97.8% above the goal of 95.% and the 5-year cohort was 98.6% above the goal of 96.0%. Dual Credit - 310 students were enrolled in dual credit and 286 earned a qualifying grade of c or better - 92%. Perkins measures(graduates) - met all performance measures - 4-year grad, reading attainment, math attainment, science attainment, postsecondary placement, non-traditional participation, and postsecondary credential attainment. State Assessment Indicators - Reading/Math - Elementary - yellow; Middle - green; High School - yellow; Elementary - Hispanic/Economically Disadvantaged/Students with Disabilities - Orange; White - Yellow. Middle - Students with disabilities - Orange; Economically Disadvantaged - Green; White - Blue. High School - White/Economically Disadvantaged - yellow. Science, Social Studies, and Combined Writing - Elementary - Yellow; Middle - green; High School - Orange. Elementary - Students with Disabilities - Orange; White/Economically Disadvantaged - Yellow. Middle - Students with Disabilities - Red; White/Economically Disadvantaged - Green. High School - White/Economically Disadvantaged - Orange. Beginning of the year IREADY - Reading- 68% of students scored fell within Tier 1, 16% fell within tier 2, and 16% fell within at risk for tier 3. 97% scored tier 1 in phonological awareness, 78% in Phonics, 91% High-Frequency Words, 65% Vocabulary, 68% Comprehension literature, 65% Comprehension Informational text. Math IREADY- 68% of students scored fell within Tier 1, 18% fell within tier 2, and 14% fell within at risk for tier 3. 68% in Numbers and operations, 72% in Algebra/Algebraic Thinking, 69% in Measurement/Data, 65% Geometry. Quality of School Climate and Safety - Elementary - Yellow, Middle School - Green, High School Yellow. Middle - White/Economically Disadvantaged/Students with Disabilities - Green. High School - White/Economically Disadvantaged/Students with Disabilities - Yellow. 14.3% of Washington County teachers have bachelor's degrees, 43.8% have master's

degrees; 41.9% have Rank I or higher. There are 7 National Board Certified teachers in Washington County. Teacher surveys show 76% believe favorably with school climate, 81% favorably with managing student behavior, and 85% favorably with school leadership.

Evaluate the Teaching and Learning Environment

7. 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 #1 - Design and Deploy Standards; KCWP #2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan

ATTACHMENTS

Attachment Name






WC 22-23 KCWP Template CDIP



WC KCWP Fall 2022 highlighted document

Attachment Summary

Attachment Name	Description	Associated Item(s)
 % P/D District Vs State Data Spring KSA	Chart showing KSA - % P/D District versus State Spring 2022	<ul style="list-style-type: none"> • 4
 WC 22-23 KCWP Template CDIP	Key Elements of the Teaching and Learning Environment Fall 2022 KCWP	<ul style="list-style-type: none"> • 7
 WC KCWP Fall 2022 highlighted document	District Leadership Team activity of highlighting KCWP document for needs assessment Fall 2022	<ul style="list-style-type: none"> • 7



2022-23 Phase Two: District Assurances_09142022_10:23

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Table of Contents

<u>2022-23 Phase Two: District Assurances</u>	3
---	---

2022-23 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 2022-2023 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: District Safety Report_09142022_10:18

2022-23 Phase Two: District Safety Report

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Table of Contents

<u>2022-23 Phase Two: District Safety Report</u>	3
--	---

2022-23 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

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file for review?

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

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) and is a copy maintained on file for review?

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, 5/20/22

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, 8/24/22

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) and were drills logged in the current drill log?

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 prior 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) and were drills logged in the appropriate drill log and maintained on file?

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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2022-23 Phase Three: Comprehensive District Improvement
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2022-23 Phase Three: Comprehensive District Improvement Plan

Washington County
Jennifer Cochran
120 Mackville Hill
Springfield, Kentucky, 40069
United States of America

Table of Contents

2022-23 Phase Three: Comprehensive District Improvement Plan	3
Attachment Summary	5

2022-23 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 School District's comprehensive improvement plan is focused on identifying ways to address the current needs based on the analysis of our current state based on data. Our graduation rate objectives and strategies will continue to be maintained since this is an area of strength based on our needs assessment. We are very focused on providing teachers support and professional learning focused on our gap groups, especially our English Learner population.

Operational Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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


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

Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP Goals, Obj, Strategy Template 22-23	CDIP Goals, Obj, Strategy Template 22-23	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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 Schools, 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.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress

- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

- If the state doesn't assign a 5-year goal/1-year objective, use the following formula
 - $100 - \text{actual score} = X$ (% away from 100%)
 - $X/2 = S$ (50% towards 100% in 5 years)
 - $S + \text{actual goal} = \text{your 5-year goal}$
 - $S/5 = T$ (Yearly % needed to reach 50% increase towards 100%)
 - Example
 - $100 - 55.3 = 44.7$
 - $44.7/2 = 22.35$
 - $22.35 + 55.3 = 77.65$ (goal in 5 years)
 - $22.35/5 = 4.47$ per year for 5 years to get to 77.65

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five-year targets for each required school-level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): **Elementary** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **41%** in 2022 to **67.6%** in 2027 AND in **Math** from **37%** in 2022 to **56.6%** in 2027 based on the KSA/Alternate KSA. **Middle**- By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **56%** in 2022 to **65.9%** in 2027 AND in **Math** from **51%** in 2022 to **71.7%** in 2027 based on the KSA/Alternate KSA. **High School** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **51%** in 2022 to **52.1%** in 2027 AND in **Math** from **41%** in 2022 to **42.8%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
<p>Objective 1 Elementary - By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Reading from 41% in 2022 to 59.5% and Math from 37% in 2022 to 45.7% based on the KSA/Alternate KSA. Middle - By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Reading from 56% in 2022 to 67.5% and Math from 51% in 2022 to 64.6% based on the KSA/Alternate KSA. High School - By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Reading from 51% in 2022 to 55% and Math from 41% in</p>	<p>KCWP#1 - Design and Deploy Standards; KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>Administrators will establish a curriculum framework incorporating deeper learning strategies.</p>	<p>Product - curriculum framework (For example, pacing guides, standards-based units, assessments with blueprints, Deeper Learning, and rubrics)</p>	<p>Quarterly - administrators will review and revise documents to ensure congruency - CAO</p>	
		<p>Teachers will implement the curriculum in accordance with the district curriculum framework documents.</p>	<p>Product-Intentional Plans/Lesson Plans, Student Achievement Data, Walk-through observations</p>	<p>Quarterly- Principals will submit a report to Principal PLC to monitor the implementation of curriculum framework as evidenced by intentional plans and walk-through data analysis.- CAO</p>	<p>Title I and Title V - District Instructional Coach Salary</p>
		<p>District instructional coaches will provide professional learning support to teachers K-12 during PLCs.</p>	<p>Agendas, Signature Sheets, progress monitoring analysis, observation data analysis focused on the implementation of professional learning strategies, and student analysis samples,</p>	<p>Monthly during academic division team meetings the district literacy coaches will present an analysis of the current state of instruction across the district to include walk-through data and student achievement data. -CAO</p>	<p>Title I and Title V - District Instructional Coach Salary</p>

Goal 1 (State your reading and math goal.): **Elementary** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **41%** in 2022 to **67.6%** in 2027 AND in **Math** from **37%** in 2022 to **56.6%** in 2027 based on the KSA/Alternate KSA. **Middle**- By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **56%** in 2022 to **65.9%** in 2027 AND in **Math** from **51%** in 2022 to **71.7%** in 2027 based on the KSA/Alternate KSA. **High School** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **51%** in 2022 to **52.1%** in 2027 AND in **Math** from **41%** in 2022 to **42.8%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
2022 to 45% based on the KSA/Alternate KSA.		District administrators will analyze assessment data as well as walk-through data to determine levels of student achievement based on the district curriculum framework and identify areas needing additional supports.	Data Analysis Reports (formative, summative, Iready, etc.)	Quarterly administrators will present an analysis of data during district principal meetings-CAO	
		Teachers and administrators will participate in Family Friendly Partnership <i>professional learning</i> 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-CAO	Family Friendly Partnership with Prichard and NCFL; KYCL
		Schools will engage families by providing multiple learning opportunities to understand how to support their student’s learning and for families to participate in <i>decision-making and school improvement efforts</i> .	Family Participation; family feedback; Title I surveys and other surveys; agendas; products developed in partnership with families	Quarterly principals will present survey analysis reports and products to the principal PLC-CAO	Title I school/district parent engagement set aside; Title I Admin Salary
		Schools will provide summer academy opportunities focused on ELA and Math, targeting students identified as needing more support.	End of year/beginning of year interim data of students involved; pre/post assessments; survey data;	Data analysis report during the principal PLC meeting at beginning of year . -CAO	GF; Title I/Title V support;
		100% of teachers will participate in provider-approved literacy	District literacy strategies will be	By June 31, 2023 , professional learning logs will be monitored by the	Literacy Coach salary - KYCL grant

Goal 1 (State your reading and math goal.): **Elementary** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **41%** in 2022 to **67.6%** in 2027 AND in **Math** from **37%** in 2022 to **56.6%** in 2027 based on the KSA/Alternate KSA. **Middle**- By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **56%** in 2022 to **65.9%** in 2027 AND in **Math** from **51%** in 2022 to **71.7%** in 2027 based on the KSA/Alternate KSA. **High School** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Reading** from **51%** in 2022 to **52.1%** in 2027 AND in **Math** from **41%** in 2022 to **42.8%** in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
		professional development as indicated by the KYCL grant.	implemented in classrooms across the district as evidenced in lesson plans and walk-throughs.	KYCL grant coordinator and reported to district administrators.-CAO	

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): **Elementary** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 29% in 2022 to 55.6% in 2027 AND in **Social Studies** from 38% in 2022 to 62.5% in 2027 AND in **Combined Writing** from 28% in 2022 to 64.2% in 2027 based on the KSA/Alternate KSA. **Middle** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 35% in 2022 to 50.9% in 2027 AND in **Social Studies** from 45% in 2022 to 67% in 2027 AND in **Combined Writing** from 59% in 2022 to 69% in 2027 based on the KSA/Alternate KSA. **High School** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 12% in 2022 to 43.1% in 2027 AND in **Social Studies** from 28% in 2022 to 41.8% in 2027 AND in **Combined Writing** from 35% in 2022 to 60.7% in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
<p>Objective 1 Elementary - By spring of 2023, Washington County Schools will increase the percentage of students scoring proficient/distinguished in Science from 29% in 2022 to 44.5% based on the KSA/Alternate KSA. Middle - By spring of 2023, Washington County Schools will increase the percentage of students scoring proficient/distinguished in Science from 35% in 2022 to 38.6% based on the KSA/Alternate KSA. High School - By spring of 2023, Washington County Schools will increase the percentage of students scoring proficient/distinguished in</p>	<p>KCWP#1 - Design and Deploy Standards; KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>Administrators will establish a curriculum framework incorporating deeper learning strategies.</p>	<p>Product - curriculum framework (For example, pacing guides, standards-based units, assessments with blueprints, Deeper Learning, and rubrics)</p>	<p>Quarterly - administrators will review and revise documents to ensure congruency - CAO</p>	
		<p>Teachers will implement the curriculum in accordance with the district curriculum framework documents.</p>	<p>Product-Intentional Plans/Lesson Plans, Student Achievement Data, Walk-through observations</p>	<p>Quarterly- Principals will submit a report to Principal PLC to monitor the implementation of curriculum framework as evidenced by intentional plans and walk-through data analysis.- CAO</p>	<p>Title I and Title V - District Instructional Coach Salary</p>
		<p>District Instructional Coaches will provide professional learning support to teachers K-12 during PLCs.</p>	<p>Agendas, Signature Sheets, progress monitoring analysis, observation data analysis focused on the implementation of professional learning strategies, and student analysis samples,</p>	<p>Monthly during academic division team meetings the district literacy coaches will present an analysis of the current state of instruction across the district to include walk-through data and student achievement data. -CAO</p>	<p>Title I and Title V - District Instructional Coach Salary</p>

Goal 2 (State your science, social studies, and writing goal.): **Elementary** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 29% in 2022 to 55.6% in 2027 AND in **Social Studies** from 38% in 2022 to 62.5% in 2027 AND in **Combined Writing** from 28% in 2022 to 64.2% in 2027 based on the KSA/Alternate KSA. **Middle** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 35% in 2022 to 50.9% in 2027 AND in **Social Studies** from 45% in 2022 to 67% in 2027 AND in **Combined Writing** from 59% in 2022 to 69% in 2027 based on the KSA/Alternate KSA. **High School** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 12% in 2022 to 43.1% in 2027 AND in **Social Studies** from 28% in 2022 to 41.8% in 2027 AND in **Combined Writing** from 35% in 2022 to 60.7% in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
<p>Science from 12% in 2022 to 28.9% based on the KSA/Alternate KSA.</p> <p>Objective 2</p> <p>Elementary - By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Social Studies from 38% in 2022 to 53.2% based on the KSA/Alternate KSA.</p> <p>Middle - By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Social Studies from 45% in 2022 to 58.7% based on the KSA/Alternate KSA.</p> <p>High School - By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Social Studies from 28% in</p>		<p>District administrators will analyze formative assessment data as well as walk-through data to determine levels of student achievement based on the district curriculum framework and identify areas needing additional supports.</p>	<p>Data Analysis Reports</p>	<p>Quarterly administrators will present an analysis of data during district principal meetings-CAO</p>	
		<p>Teachers and administrators will participate in Family Friendly Partnership <i>professional learning</i> in order to better support student achievement through family engagement.</p>	<p>Annual spring family and staff surveys on family engagement; staff/school family engagement self-assessment</p>	<p>Annual survey with monthly family engagement team activity updates in shared folder-CAO</p>	<p>Family Friendly Partnership with Prichard and NCFL; KYCL</p>
		<p>Schools will engage families by providing multiple learning opportunities to understand how to support their student’s learning and for families to participate in <i>decision-making and school improvement efforts</i>.</p>	<p>Family Participation; family feedback; Title I surveys and other surveys; agendas; products developed in partnership with families</p>	<p>Quarterly principals will present survey analysis reports and products to the principal PLC-CAO</p>	<p>Title I school/district parent engagement set aside; Title I Admin Salary</p>
		<p>100% of teachers will participate in provider approved literacy professional development as indicated by the KYCL grant.</p>	<p>District literacy strategies will be implemented in classrooms across the district as evidenced in</p>	<p>By June 31, 2023, professional learning logs will be monitored by the KYCL grant coordinator and reported to district administrators.-CAO</p>	<p>Literacy Coach salary - KYCL grant</p>

Goal 2 (State your science, social studies, and writing goal.): **Elementary** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 29% in 2022 to 55.6% in 2027 AND in **Social Studies** from 38% in 2022 to 62.5% in 2027 AND in **Combined Writing** from 28% in 2022 to 64.2% in 2027 based on the KSA/Alternate KSA. **Middle** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 35% in 2022 to 50.9% in 2027 AND in **Social Studies** from 45% in 2022 to 67% in 2027 AND in **Combined Writing** from 59% in 2022 to 69% in 2027 based on the KSA/Alternate KSA. **High School** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 12% in 2022 to 43.1% in 2027 AND in **Social Studies** from 28% in 2022 to 41.8% in 2027 AND in **Combined Writing** from 35% in 2022 to 60.7% in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
<p>2022 to 30.8% based on the KSA/Alternate KSA.</p> <p>Objective 3</p> <p>Elementary - By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Combined Writing from 28% in 2022 to 55.3% based on the KSA/Alternate KSA.</p> <p>Middle - By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Combined Writing from 59% in 2022 to 61% based on the KSA/Alternate KSA.</p> <p>High School- By spring of 2023, WC will increase the percentage of students scoring proficient/distinguished in Combined Writing from 35%</p>			<p>lesson plans and walk-throughs.</p>		

Goal 2 (State your science, social studies, and writing goal.): **Elementary** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 29% in 2022 to 55.6% in 2027 AND in **Social Studies** from 38% in 2022 to 62.5% in 2027 AND in **Combined Writing** from 28% in 2022 to 64.2% in 2027 based on the KSA/Alternate KSA. **Middle** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 35% in 2022 to 50.9% in 2027 AND in **Social Studies** from 45% in 2022 to 67% in 2027 AND in **Combined Writing** from 59% in 2022 to 69% in 2027 based on the KSA/Alternate KSA. **High School** - By spring of 2027, **Washington County Schools** will increase the percentage of students scoring proficient/distinguished in **Science** from 12% in 2022 to 43.1% in 2027 AND in **Social Studies** from 28% in 2022 to 41.8% in 2027 AND in **Combined Writing** from 35% in 2022 to 60.7% in 2027 based on the KSA/Alternate KSA.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
in 2022 to 50.9% based on the KSA/Alternate KSA.					

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
<p>Objective 1 Elementary - By spring of 2023, WC will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Reading from 23% in 2022 to 44.3% based on the KSA/Alternate KSA. Middle - By spring of 2023, WC will increase the percentage of students with disabilities (IEP) scoring</p>	KCWP#1 - Design and Deploy Standards; KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan	Professional learning will be provided to administrators and teachers (special education and general education) to improve teaching and learning with a specific focus on Specially Designed Instruction. Professional learning will be provided through internal support, as well as in partnership with Central Kentucky Educational Cooperative.	<p>–Successful delivery of professional learning (agendas, sign in sheets) in effective Specially Designed Instruction for administrators, special education teachers, general education teachers, ARC chairs</p> <p>–Classroom Walkthrough/Observation Data using SDI observation tool</p>	<p>Quarterly Instructional support team reports/Director of Special Education and Assistant Director of Special Education</p> <p>Professional learning agendas, offerings, and observation data focused on the implementation of the professional learning/ Director of Special Education and Assistant Director of Special Education</p>	Title V IDEA

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
<p>proficient/distinguished in Reading from 16% in 2022 to 34.5% based on the KSA/Alternate KSA.</p> <p>High School - By spring of 2023, WC will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Reading from to 17.4% based on the KSA/Alternate KSA.</p> <p>Objective 2</p> <p>Elementary - By spring of 2023, WC school will increase the percentage of students with disabilities (IEP)s scoring proficient/distinguished in Math from 15% in 2022 to 19.4% based on the KSA/Alternate KSA.</p> <p>Middle- By spring of 2023, WC school will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Math from 16% in 2022 to 30.9% based on the KSA/Alternate KSA.</p> <p>High School - By spring of 2023, WC school will increase the percentage of students with disabilities (IEP) scoring</p>		<p>Professional Learning Communities will analyze student progress monitoring data and plan of delivery for SDI.</p>	<p>-Monthly progress monitoring data analysis updates; agendas</p>	<p>Monthly principal reports to district administrator team meetings/Principals and DoSE</p>	
		<p>Inventory of Literacy instructional resources used for SDI</p>	<p>-Completed inventory of Literacy instructional resources currently being used. -Research best practices and literacy curriculum resources for middle and high school students.</p>	<p>Complete list, with identified resource gaps/needs, provided in the Washington County Special Education team Google Drive/DoSE and Assistant DoSE</p>	<p>IDEA</p>
	<p>KCWP#1 - Design and Deploy Standards; KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>Professional Learning in Mathematical Teaching Practices through CKEC Transformation Zone partnership.</p>	<p>Monthly District Implementation Team, Building Implementation Team, and math PLC meetings to analyze KMIT walkthrough data</p>	<p>Monthly Transformation Zone Sharepoint/ Transformation Zone Team Data Reports/DIT and BIT teams</p>	

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
proficient/distinguished in Math to 9.1% based on the KSA/Alternate KSA.					
		I Ready personalized pathways and intervention tools will be used for K-8 Tier 2 and 3 instruction	Iready reports. Increase of students scoring at or above grade level, Growth Monitoring reports, Utilization of I Ready pathway	Principal reports during quarterly meetings	Title V

4: English Learner Progress

Goal 4 (State your English Learner goal.): By spring of 2027, **WC** school will increase the attainment rate of **English Learners** from **3.4%** in 2022 to **51.7%** in 2027 based on the ACCESS/Alternate ACCESS results.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success/Person Responsible	Progress Monitoring/Person Responsible	Funding (Title Funding)
<p>Objective 1 By spring of 2023, WC school will increase the attainment rate of English Learners from 3.4% in 2022 to 10.34% based on the ACCESS/Alternate ACCESS results.</p>	<p>KCWP#1 - Design and Deploy Standards; KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>School administrators and Teachers will participate in professional learning through the Project ExCel Grant in partnership with the University of Kentucky. Project ExCEL (Expertise for Classroom Equity through Literacy) is a U.S. Department of Education grant initiative through the University of Kentucky focused on increasing the learning opportunities and student outcomes of all students, especially English Learners.</p>	<p>Administrator/Teacher participation; Project ExCel Coaching reports and evaluation data; family literacy event survey; EL student interim assessment results in literacy; observation data;</p>	<p>Quarterly report during principal PLC meeting - Starts Spring/summer 2023 - CAO</p>	<p>Title V; Project ExCel Grant</p>
		<p>Administrators will participate in professional learning focused on increasing the learning outcomes for all students, especially English Learners in partnership with CKEC. Following CKEC sessions, administrators will roll out professional learning to teachers during PLCs.</p>	<p>Agendas; observation data of teachers/administrators implementing strategies; parent surveys; EL student interim assessment results in literacy.</p>	<p>Quarterly report during principal PLC meeting - Starts Spring/summer 2023 - CAO</p>	<p>Title V</p>

Goal 4 (State your English Learner goal.): By spring of 2027, WC school will increase the attainment rate of **English Learners** from 3.4% in 2022 to 51.7% in 2027 based on the ACCESS/Alternate ACCESS results.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success/Person Responsible	Progress Monitoring/Person Responsible	Funding (Title Funding)
		Schools will provide quarterly EL only parent meetings/workshops focused on increasing English Language development for EL students and families	EL family participation; surveys; interim performance scores; PSP reports	Quarterly principals will present survey analysis reports and data results to the district administrator team - CAO	Title I/Title III - EL Tutor Salary. Title I family engagement funds; GF - testing/ interpreting/ translation; Title I Admin Salary
		EL tutor and/or EL certified teacher will provide targeted supplemental English Language services/workshops to identified EL students and families, as well as professional learning to teachers.	Increase in EL language proficiency results; increase in language interim assessment results; PSP reports; Access testing; interim EL language proficiency assessment; PL surveys; EL family surveys and participation	Evaluation of program data - CAO	Title I/Title III - EL salary; Title I family engagement funds; GF- testing/ interpreting/ translation; Title V - Professional Learning

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By spring of 2027, **Washington County Schools** will increase the **Climate Index Score for Elementary** from **77.5%** in 2022 to **82%** in 2027 AND **Safety Index Score** from **71.0%** in 2022 to **76.8%** in 2027, **Climate Index Score for Middle** from **74%** in 2022 to **79.2%** in 2027 AND **Safety Index Score** from **68%** in 2022 to **74.4%** in 2027 and **Climate Index Score High School** from **62.5%** in 2022 to **70%** in 2027 AND **Safety Index Score** from **58.7%** in 2022 to **66.96%** in 2027 based on the results from the Quality of School Climate and Safety Survey.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/ Person Responsible	Funding (TITLE I FUNDING)
<p>Objective 1</p> <p>Elementary - By spring of 2023, WC school will increase the Climate Index Score from 77.5% in 2022 to 78.4% based on the results from the Quality of School Climate and Safety Survey.</p> <p>Middle - By spring of 2023, WC school will increase the Climate Index Score from 74% in 2022 to 75.04% based on the results from the Quality of School Climate and Safety Survey.</p> <p>High School - By spring of 2023, WC school will increase the Climate Index Score from 62.5% in 2022 to 64% based on the results from the Quality of School Climate and Safety Survey.</p>	<p>Washington County Strategic Leadership Plan</p>	<p>Implement a social, emotional, and behavioral learning program within the elementary and middle school (CARES program)</p>	<p>Behavioral Data</p>	<p>Quarterly reports during principal meetings -DoSE/DEIB</p>	<p>Title V - CARES salary</p>
		<p>Implement a universal screener and diagnostic for social and emotional competencies through the use of Satchel Pulse, K-12.</p>	<p>Students will be tiered for SEL, with intentional supports in place for students in Tier II and III.</p>	<p>Quarterly reports during principal meetings–DoSE/DEIB</p> <p>Monthly Guidance Counselor Cadre meetings–agendas and minutes</p>	
		<p>Engagement in Equity Playbook, including individual coaching for identified administrator and teacher leads.</p>	<p>Professional learning on equity in partnership with KDE Equity Playbook and Engage to Learn (E2L)</p>	<p>Quarterly reports during principal/district leadership meetings–DoSE/DEIB</p> <p>Equity Leadership Team meeting agendas</p>	
<p>Objective 2</p> <p>Elementary - By spring of 2023, WC will increase the</p>	<p>Washington County Strategic Leadership Plan</p>	<p>School resource officer will support and provide professional learning opportunities to schools, students,</p>	<p>Behavioral Data; student, staff, family, and community</p>	<p>Quarterly reports during administrators meetings - Asst Sup</p>	<p>Title IV - SRO salary support</p>

Goal 5 (State your climate and safety goal.): By spring of 2027, **Washington County Schools** will increase the **Climate Index Score for Elementary** from **77.5%** in 2022 to **82%** in 2027 AND **Safety Index Score** from **71.1%** in 2022 to **76.8%** in 2027, **Climate Index Score for Middle** from **74%** in 2022 to **79.2%** in 2027 AND **Safety Index Score** from **68%** in 2022 to **74.4%** in 2027 and **Climate Index Score High School** from **62.5%** in 2022 to **70%** in 2027 AND **Safety Index Score** from **58.7.1%** in 2022 to **66.96%** in 2027 based on the results from the Quality of School Climate and Safety Survey.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/ Person Responsible	Funding (TITLE I FUNDING)
<p>Safety Index Score from 71% in 2022 to 72.16% based on the results from the Quality of School Climate and Safety Survey.</p> <p>Middle - By spring of 2023, WC will increase the Safety Index Score from 68% in 2022 to 69.28% based on the results from the Quality of School Climate and Safety Survey.</p> <p>High School - By spring of 2023, WC will increase the Safety Index Score from 58.7% in 2022 to 60.35% based on the results from the Quality of School Climate and Safety Survey.</p>		<p>and families focused on the safety of our students. The SRO will build relationships with students, families, and staff.</p>	<p>surveys; community trend data; KIP survey results</p>		

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By spring of 2027, **Washington County Schools** will increase **Postsecondary Readiness Rate** with High Demand Bonus from **60.2%** in 2022 to **68.16%** in 2027 based on graduating seniors who obtained one type of readiness score (Academic/Career).

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
<p>Objective 1 By spring of 2023, WC will increase Postsecondary Readiness Rate with High Demand Bonus from 60.2% in 2022 to 69.75% based on graduating seniors who obtained one type of readiness score (Academic/Career)</p>	<p>KCWP#1 - Design and Deploy Standards; KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>Schools will implement focused middle school and high school postsecondary readiness activities based on individual learning plans.</p>	<p>Student survey results; increase the number of students meeting postsecondary readiness data</p>	<p>Quarterly postsecondary readiness team reports provided to district administration teams - CAO</p>	<p>Title I for family engagement activities; Title I Admin Salary</p>
		<p>Develop a district graduate profile with benchmarks across grade levels</p>	<p>Student data reports; monitoring of implementation reports; deeper learning reports; graduate profile document; L3work</p>	<p>Quarterly reports during principal meetings - CAO</p>	
		<p>Monitoring of 9-12th grades academic/career readiness data (act/kyote benchmarks, dual credit/CTE dual credit, EOP, industry certs, AP, Alt TAR/CWEC data, apprenticeship/internship/work-based learning)</p>	<p>Increase the number of students meeting postsecondary readiness data based on OneGoal strategy</p>	<p>Monthly postsecondary readiness team reports provided to district administration teams - CAO</p>	
		<p>Administrators will establish and implement a curriculum framework which includes the KY Academic Standards - Career Studies and the essential workplace ethics program required by KRS 158.1413</p>	<p>Product - curriculum framework (pacing guides, standards-based units, assessments with blueprints, Deeper Learning, and rubrics)</p>	<p>Quarterly - administrators will review and revise documents to ensure congruence as well as report on implementation -CAO</p>	<p>Elementary/Middle - Title V CARES salary funding</p>

Goal 6 (State your postsecondary goal.): By spring of 2027, **Washington County Schools** will increase **Postsecondary Readiness Rate** with High Demand Bonus from **60.2%** in 2022 to **68.16%** in 2027 based on graduating seniors who obtained one type of readiness score (Academic/Career).

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
		Administrators will establish a CTE curriculum framework incorporating student products and deeper learning.	Product - curriculum framework (pacing guides, standards-based units, assessments with blueprints, Deeper Learning, and rubrics)	Quarterly - administrators will review and revise documents to ensure congruence - CAO	
		CTE Teachers will implement the curriculum in accordance with the district curriculum framework documents.	Product-Intentional Plans/Lesson Plans, Student Achievement Data, Walk-through observations	Quarterly - Principals will submit a report to Principal PLC to monitor the implementation of curriculum framework as evidenced by intentional plans and walk-through data analysis.- CAO	Title I and Title V - District Instructional Coach Salary
		District instructional coaches will provide professional learning support to teachers K-12 during PLCs.	Agendas, Signature Sheets, progress monitoring analysis, observation data analysis focused on the implementation of professional learning strategies, and student analysis samples,	Monthly during academic division team meetings the district literacy coaches will present an analysis of the current state of instruction across the district to include walk-through data and student achievement data. -CAO	Title I and Title V - District Instructional Coach Salary
		District administrators will analyze CTE assessment data as well as walk-through data to determine levels of student achievement based on the district curriculum framework and identify areas needing additional support.	Data Analysis Reports	Quarterly administrators will present an analysis of data during district principal meetings-CAO	

Goal 6 (State your postsecondary goal.): By spring of 2027, **Washington County Schools** will increase **Postsecondary Readiness Rate** with High Demand Bonus from **60.2%** in 2022 to **68.16%** in 2027 based on graduating seniors who obtained one type of readiness score (Academic/Career).

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
		Teachers and administrators will participate in Family Friendly Partnership <i>professional learning</i> 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-CAO	Family Friendly Partnership with Prichard and NCFL; KYCL
		Schools will engage families by providing multiple learning opportunities to understand how to support their student’s learning and for families to participate in <i>decision-making and school improvement efforts</i> .	Family Participation; family feedback; Title I surveys and other surveys; agendas; products developed in partnership with families	Quarterly principals will present survey analysis reports and products to the principal PLC-CAO	Title I school/district parent engagement set aside; Title I Admin Salary
		100% of teachers will participate in provider approved literacy professional development as indicated by the KYCL grant.	District literacy strategies will be implemented in classrooms across the district as evidenced in lesson plans and walk-throughs.	By June 31, 2023 , professional learning logs will be monitored by the KYCL grant coordinator and reported to district administrators.-CAO	Literacy Coach salary - KYCL grant

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): By spring of 2027, **Washington County Schools** will sustain the **4-year Graduation Rate** at **97.8%** and **5-year Graduation Rate** at **98.6%** based on cohort graduation data.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
<p>Objective 1 By spring of 2023, WC will sustain the 4-year Graduation Rate at 97.8% and 5-year Graduation Rate at 98.6% based on cohort graduation data.</p>	<p>KCWP#1 - Design and Deploy Standards; KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>Provide a variety of learning opportunities for students to complete graduation requirements</p>	<p>Credit recovery data</p>	<p>Quarterly High School and CA reports on student credit recovery progress - Assistant Superintendent</p>	<p>Title V alternative school credit recovery online supplemental program support</p>
		<p>Monitoring/tracking students at risk of not meeting graduation requirements and providing individualized supports to students</p>	<p>Graduation tracking reports; individual student plans</p>	<p>Quarterly High School and CA reports on students at risk of not meeting graduation requirements -Assistant Superintendent</p>	
		<p>Drop Out Prevention Counseling – Administration and guidance counselors will meet with students who are at risk, considering dropping out, failing multiple classes or with poor attendance. Students will be informed of options to increase their achievement. Commander Academy staff will be involved to discuss the alternative school.</p>	<p>Decrease in the number of dropouts and increase in the graduation rate.</p>	<p>Quarterly and as needed throughout the year as monitored by admin and guidance counselors.</p>	<p>No funding is required.</p>
		<p>Truancy diversion – school and district personnel will meet with students who are considered chronically absent. Parents will be notified to avoid possible truancy.</p>	<p>Increase in overall school attendance percentage.</p>	<p>As needed throughout the year based on the chronically absent report as monitored by admin and guidance counselors.</p>	<p>No funding is required.</p>

Goal 7 (State your graduation goal.): By spring of 2027, **Washington County Schools** will sustain the **4-year Graduation Rate** at **97.8%** and **5-year Graduation Rate** at **98.6%** based on cohort graduation data.

Objective	Strategy (Key Core Work Process)	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
		Privileges may be revoked if attendance does not improve.			
		Mental health awareness for at-risk students – students who are at risk may be referred to the Communicare counselor or HKC counselors who are available daily in our school. Students may be referred by teachers, admin, YSC or counselors.	Decrease in triggering events, increase in attendance and achievement.	Monthly progress meetings with YSC, Communicare counselor, admin. and guidance counselors.	
		APEX (online learning platform) will supplement and support activities for students needing credit recovery options.	Monitoring of lesson completion in APEX.	Mid-term and at the end of each grading term, bi-weekly progress monitoring of course completion. As monitored by admin., counselors.	Apex – Title I

8: Teacher Retention

Goal 8 (State your separate goal.): By spring of 2027, Washington County Schools will decrease the teacher turnover data from 22.5% in 2022 to 18% in 2027 based on Kentucky's School Report Card teacher turnover data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
Objective 1 By spring of 2023, WC will decrease the teacher turnover data from 22.5 to 21.6% based on Kentucky's School Report Card	KCWP#1 - Design and Deploy Standards; KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan	Provide tuition support and/or assessment cost support for staff to pursue additional coursework aligned to earning or adding additional certifications	Teacher turnover data; Alternative Route data; NBCT data; Praxis data	Yearly review of the data - CAO	Title V funding

9: Strategic Plan

Goal 8 (State your separate goal.): By spring of 2027, Washington County Schools will fully implement the Washington County Strategic Plan.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring/Person Responsible	Funding (TITLE I FUNDING)
Objective 1 By spring of 2023, WC will implement year 1 commitments according to the WC SLP	Washington County Strategic Leadership Plan	Refer to activities indicated on SLP	implementation of the commitments identified on the SLP	Bi-Annually - CAO	Title V funding



2022-23 Phase Three: The Superintendent Gap
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2022-23 Phase Three: The Superintendent Gap Assurance

Washington County
Jennifer Cochran
120 Mackville Hill
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Table of Contents

<u>2022-23 Phase Three: The Superintendent Gap Assurance</u>	3
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2022-23 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:

o 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.**