



2023-2024 Phase One: Executive Summary for  
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2023-2024 Phase One: Executive Summary for Districts

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

## Table of Contents

<u>2023-2024 Phase One: Executive Summary for Districts</u>	3
---	---

## 2023-2024 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 people living within Washington County live in poverty. The most recent census data available indicates that approximately 87.6% of the county's residents over the age of twenty-five have a high school diploma while college graduates make up approximately 20.3% of the population. Seventy-five percent 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 four hundred employees committed to ensuring the success of all. The Washington County Schools' instructional faculty consists of over 103 certified staff members. All instructional staff adhere 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 Stakeholders

Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?

Washington County Schools in partnership with stakeholders work together to continually focus on improvement. Throughout the improvement planning process, consultation with stakeholders occurs to increase the effectiveness of our plans. Our stakeholders include students, parents/guardians, Washington County staff/board members, and community members (local businesses, economic development board members, city/county government agencies, etc.). During the improvement planning process, the district and schools provide opportunities for our stakeholders to provide their input and feedback through listening sessions and surveys.

### District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Mission Statement: Washington County Schools cultivates, collaborates, and commits to growing Productive Citizens who are Empowered Learners and Effective Communicators. Through Healthy Life Management and Goal-Oriented Initiative, we command excellence for all. Our mission statement was reviewed and revised in the spring of 2023. Our expectations for students, staff, and community members is to command excellence of themselves and others. Students are provided the opportunity to command excellence of themselves through all the program offerings Washington County Schools have to offer both academically and non-academically. Families are an important part of ensuring the success of our students and we are proud all schools have received recognition as Family Friendly Schools through the Prichard Committee. We encourage our staff to continually grow and learn within the teaching profession through continuing education scholarships, mentoring and leadership programs, as well as the professional growth model of evaluation. Lastly, collaborating with our community to provide opportunities for our students and staff is imperative to command excellence for all. As students move through our schools, we implement a portrait of a graduate process to our students are Commander Ready by graduation.

### Notable Achievements and Areas of Improvement

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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.

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 lighting 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. 37 students passed AP exams taken during the 22-23 school year. Washington County Early Childhood earned Family Friendly Certification

Additional Information

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

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

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



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## Table of Contents

<u>2023-2024 Phase One: Continuous Improvement Diagnostic for Districts</u>	3
---	---

## **2023-2024 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 2023-24 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**

- Non-Traditional Instruction 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 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 9/19/2023



2023-2024 Phase Two: District Assurances\_10232023\_09:50

2023-2024 Phase Two: District Assurances

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

## Table of Contents

<u>2023-24 Phase Two: District Assurances</u>	3
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## 2023-24 Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

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\_UAT

The district hereby ensures that the FY 2023-2024 District General and 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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2023-2024 Phase Two: District Safety Report\_10232023\_09:59

2023-2024 Phase Two: District Safety Report

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

## Table of Contents

<u>2023-24 Phase Two: District Safety Report_UAT</u>	3
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## 2023-24 Phase Two: District Safety Report\_UAT 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

Policy: 02.0241

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*

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*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

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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

WCES: 8/14

NWES 8/14

WCMS 8/14

WCHS 8/17

Commander Academy 8/17

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

WCES 8/25

NWES 8/24

WCHS 8/24

WCMS 8/24

Commander Academy 8/24

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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2023-2024 Phase Three: The Superintendent Gap  
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2023-2024 Phase Three: The Superintendent Gap Assurance

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



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## Table of Contents

<u>2023-2024 Phase Three: The Superintendent Gap Assurance</u>	3
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## 2023-2024 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.**



2023-2024 Phase Two: The Needs Assessment for  
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2023-2024 Phase Two: The Needs Assessment for Districts

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

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## Table of Contents

2023-24 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	12

## **2023-24 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

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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 22-23 CDIP, Washington County has determined the following successes: As a district, we initially focused on activities and strategies for post-secondary readiness which led to an increase in this area. We saw an increase in co-teaching across schools. More intentionally designed instruction through SDI and resources available. We plan to extend that work. Began the curriculum work, but only in math, and the scores increased. KYCL and C3WP for 4-12 writing were implemented and writing scores increased. All schools are recertified as Family Friendly. Areas to inform this year's plan include: continuing to revise the curriculum framework based on Ky's Model Curriculum Framework, monitoring the implementation of the district curriculum, scaling teachers' assessment analysis processes to all content areas, providing more English Language supports, PLC student work analysis processes, continuation of the monitoring of co-teaching/resource instruction, development and implementation of the Commander Ready 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. 22-23 CDIP objectives met include high school students with IEP in reading and math; Elementary and High School Climate survey results; Elementary and High School Safety Survey results; Post-Secondary readiness; and 5-year graduation rate. 22-23 CDIP objectives not met include an increase in P/D% in all content areas for all students; Students with IEPs meeting P/D% in reading at the elementary and middle school levels; Students with IEPs meeting P/D% in math at the elementary and middle school levels; English Learners Progress; School Climate and School safety at the middle school level; 4th-year graduation rate; and teacher retention

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## 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Elementary and middle students with IEPs scoring proficient/distinguished in reading and math need significant improvement. While high school students with IEP scores improved, they are still significantly below in reading and math. The district saw a decrease in P/D% in all content areas for all students. All content areas have room for significant improvement. Even though we are increasing in pockets, the rate of improvement is not at a level that is going to get us to where we need to be. Reading Data - All Students: P/D% stayed the same from 2022 (41%) to 2023 (41%) in Elementary Reading; P/D% declined from 2022(56%) to 2023 (47%) in Middle School Reading; P/D% declined from 2022 (51%) to 2023 (44%) in High School Reading. Math Data- All Students: P/D% increased from 2022 (37%) to 2023 (40%) in Elementary Math; P/D% declined from 2022(51%) to 2023 (47%) in Middle School Math; P/D% declined from 2022 (41%) to 2023 (29%) in High School Math. Science Data- All Students: P/D% increased from 2022 (29%) to 2023 (30%) in Elementary Science; P/D% declined from 2022(35%) to 2023 (17%) in Middle School Science; P/D% declined from 2022 (12%) to 2023 (7%) in High School Science. Social Studies Data- All Students: P/D% increased from 2022 (38%) to 2023 (45%) in Elementary SS; P/D% declined from 2022(45%) to 2023 (34%) in Middle School SS; P/D% increased from 2022 (28%) to 2023 (30%) in High School SS. Writing Data- All Students: P/D% increased from 2022 (34%) to 2023 (45%) in Elementary CW; P/D% declined from 2022(59%) to 2023 (49%) in Middle School SS; P/D% increased from 2022 (35%) to 2023 (49%) in High School CW. Disability with IEP Total - Reading: P/D% declined from 2022 (23%) to 2023 (19%) in Elementary School Reading; P/D% declined from 2022 (16%) to 2023 (13%) in Middle school Reading; P/D% increased from 2022 (suppressed) to 2023 (suppressed) in High School Reading. Disability with IEP Total - Math: P/D% stayed the same from 2022 (15%) to 2023 (15%) in Elementary School Math; P/D% declined from 2022 (16%) to 2023 (suppressed) in Middle school Math; P/D% increased from 2022 (suppressed) to 2023 (14%) in High School Math;

### 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 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Spring of 2023 KSA data:

Reading - Elementary 41.0% P/D compared to our goal of 59.5 %; Middle 47.0 % P/D compared to our goal of 67.5 % (a decline from the previous year); High School data 44% P/D which was above the goal of 40.1% (a decline from the previous year).

Mathematics - Elementary 40.0% P/D compared to our goal of 45.7%; Middle 47.0% compared to our goal of 64.6% (a decline from the previous year); High School 29.0% P/D which was above the goal of 28.5% (a decline from the previous year).

Science - Elementary data 30.0% P/D compared to our goal of 44.5%; Middle 17.0% P/D compared to our goal of 38.6% (a decline from the previous year); High School 7.0% P/D compared to our goal of 28.9% (a decline from the previous year).

Social Studies - Elementary 45.0% P/D compared to our goal of 53.2%; Middle 34.0% P/D compared to our goal of 58.7% (a decline from the previous year); High School 30.0% P/D compared to our goal of 30.8%.

Writing - Elementary 41.0% P/D compared to our goal of 55.3%; Middle - 51.0% P/D compared to our goal of 34.4% (a decline from the previous year); High School 50% P/D compared to our goal of 50.9%.

Graduation Rate - The 4-year cohort was 96.7% above the goal of 1.4% and the 5-year cohort was 99.3% above the goal of 92.5%.

English Language Proficiency - 7.4% of English Learners reached EL Proficiency compared to 9.1% at the state.

AP Proficiency - While the percentage of students with AP qualifying scores increased to 44% from the previous year, the pass rate is still low.

Dual Credit - Course enrollments were 459 in dual credit and 405 earned a qualifying grade of c or better - 88% (lower than the previous year).



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We have 359 students who participate in the gifted and talented program. Out of those 359 students in Gifted and Talented, only 18 are African American, 24 Hispanic/Latino, 15 - 2 or more races, and 19 students with IEPs.

CTE - Low number of 12th graders completing a CTE Pathway (only 13% of 12th-grade students completed a pathway).

Career Readiness Indicators (graduates) - 35.6% earned industry certs (increase from the previous year), 32.6% passed a CTE EOP (increase from the previous year), 0% apprenticeships, 30.3% Dual Credit (increase from the previous year), 26.5% more than one indicator (increase from previous year), 43.2% did not meet any of the Career Readiness indicators.

State Assessment Indicators -

READING/MATH - Elementary - green; Middle - yellow; High School - yellow; Elementary - Hispanic/Economically-yellow indicator/low stats/increased; Students with Disabilities (IEP) - Orange/low/declined; White - green/medium/increase. Middle - Students with disabilities - red/very low/declined; Economically Disadvantaged - orange/ medium/declined; White - yellow/high/declined. High School - White - yellow/medium/maintained; Economically Disadvantaged - orange/low/declined.

SCIENCE, SOCIAL STUDIES, AND COMBINED WRITING - Elementary - green/medium/increase; Middle - orange/medium/declined sign; High School -green/medium/increased. Elementary - Students with Disabilities - Orange/low/declined. Middle - Students with Disabilities - Red/very low/declined sign; White/Economically Disadvantaged - orange/medium/declined sign. High School - White- green/medium/increased and Economically Disadvantaged - yellow/low/increased sign.

Quality of School Climate and Safety Survey is a strength with Elementary rated blue/high/increased sign; Middle rated green/high/maintained; and High School rated green/medium/increased.

Progress on EL proficiency - Elementary - green/high/increased for all students.

Postsecondary Readiness indicator at the High School - blue/high/increased sign with economically disadvantaged being green/medium/increased sign and white blue/high/increased sign.

Beginning of the year IREADY - Reading- 62% of students scored fell within Tier 1, 16.3% fell within Tier 2, and 21.67% fell within at risk for Tier 3. K READINESS- 61% of students are ready with interventions, 34% are ready, and 5% are Ready with Enrichment (slight increases).

High School CERT data - English 63.3% of 9th graders, 38.8% of 10th graders, and 35.3% of 11th graders met the benchmark this fall. Reading 28.0% of 9th graders, 24.8% of 10th graders, and 25.2% of 11th graders met the benchmark this fall. Math only 8.7% of 9th graders, 4.5% of 10th graders, and 13.4% of 11th graders met the

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benchmark this fall. Science only 12% of 9th graders, .8% of 10th graders, and 11.8% of 11th graders met the benchmark this fall.

ACT - English - High School average score of 17.3 compared to the state's score of 17.8; Reading - Average score of 18. compared to the state's average of 18.9; Mathematics - 17.1 average score compared to the state's average of 17.9; Science - 17.8 average score compared to the state's average of 18.7; Composite Score - 17.7 average score compared to the state's average of 18.5; NON-ACADEMIC BEHAVIOR - Most students with behavioral events are students who are economically disadvantaged. 105 of the total 98 out-of-school suspension events were students who were economically disadvantaged.

QUALITY OF SCHOOL CLIMATE AND SAFETY SURVEY - Elementary - blue/high/increased sign; Middle School - green/high/maintained; High School- green/medium/increased. Elementary - all students and subpopulations blue/high/increased sign. Middle - White- green/high/maintained, Economically Disadvantaged/Students with Disabilities - green/high/increased. High School - all students and subpopulations green/medium/increased.

In 2022-2023, 21.04% of Washington County teachers have bachelor's degrees, 61.4% have master's degrees, 41.15% have Rank I or higher, and 20.68% have Specialist degrees. There are 7 National Board Certified teachers and 3 with emergency or provisional credentials in Washington County. Teacher surveys show 76% believe favorably with school climate, 81% favorably with managing student behavior, and 85% favorably with school leadership.

#### 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 2023 KSA data: Reading and Math - Elementary and middle students are not meeting their Proficiency goals (Reading - Elementary 41.0% P/D compared to our goal of 59.5%; Middle 47.0 % P/D compared to our goal of 67.5 % and Mathematics - Elementary 37.0% P/D compared to our goal of 43.0%; Middle 47.0% compared to our goal of 64.6%). Science - all levels are not meeting their P/D goals (Elementary data 30.0% P/D compared to our goal of 44.5%; Middle 17.0% P/D compared to our goal of 38.6%; High School 7% P/D compared to our goal of 28.9%) Social Studies - Elementary and middle are not meeting their P/D goals (Elementary 45.0% P/D compared to our goal of 53.2%; Middle 34.0% P/D compared to our goal

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of 58.7%). Elementary is not meeting their combined writing goals (Writing - Elementary 41.0% P/D compared to our goal of 55.3%) While the percentage of students with AP qualifying scores increased to 44% from the previous year, the pass rate is still low. Low number of 12th graders completing a CTE Pathway (only 13% of 12th-grade students completed a pathway). State Assessment Indicators - Reading/Math - Elementary - Students with Disabilities (IEP) orange/low/declined. Middle is Yellow with change identified as declined for all students including subgroups. Middle school students with disabilities (IEP) has an indicator rating of red, very low status, and change is considered declined. High School - Economically Disadvantaged student subgroup indicator is orange, low status, and declined change. Science/SS/CW- Elementary - student with disabilities (IEP) orange/low/declined. Middle School - all subgroups declined significantly. K Readiness - 39% of Kindergartners are considered ready for K. High School CERT data - Meeting FALL 23 benchmarks - 9th grade - English 63.3%, Math 8.7%, Reading 28%, Science 12%, Composite 18.7%; 10th grade - English 38.8%, Math 4.5%, Reading 24.8%, Science 6.8%, Composite 12.7%; 11th grade - English 35.3%, Math 13.4%, Reading 25.2%, Science 11.8%, Composite 19.3%. ACT - English - High School percent meeting benchmark 43% compared to the state 47%; Reading - High School percent meeting benchmark 41% compared to the state 44%; Math - High School percent meeting benchmark 28% compared to the state 33%. Non-Academic - Behaviors - Males have more behavioral events. Most students with behavioral events are students who are economically disadvantaged. 105 of the total 98 out-of-school suspension events were students who were economically disadvantaged.

### 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.

Spring of 2023 KSA data: Reading - High School data 44% P/D which was above the goal of 40.1%. Mathematics - High School 29.0% P/D which was above the goal of 28.5%. Social Studies - High School 30.0% P/D compared to our goal of 30.8%. Writing - Middle - 51.0% P/D compared to our goal of 34.4%; High School 50% P/D compared to our goal of 50.9%. Graduation Rate - The 4-year cohort was 96.7% above the goal of 1.4% and the 5-year cohort was 99.3% above the goal of 92.5%.

Dual Credit - Course enrollments were 459 in dual credit and 405 earned a qualifying grade of c or better - 88%. We have 359 students who participate in the gifted and talented program.

Career Readiness Indicators (graduates) - 35.6% earned industry certs (an increase from the previous year), 32.6% passed a CTE EOP (increase from the previous year),

30.3% Dual Credit (an increase from the previous year), 26.5% more than one indicator (an increase from the previous year).

Progress on EL proficiency - Elementary - green/high/increased for all students. Postsecondary Readiness indicator at the High School - blue/high/increased sign with economically disadvantaged being green/medium/increased sign and white blue/high/increased sign. Communication among Principal/Counselors

Meetings with Parents and students to discuss schedules and the opportunity to co-op.

Commander Academy: Focus on Co-op and working with local industry to help students find jobs. Work with SWEDA director to discuss employment opportunities for our students.

QUALITY OF SCHOOL CLIMATE AND SAFETY SURVEY - Elementary - blue/high/increased sign; Middle School - green/high/maintained; High School- green/medium/increased. Elementary - all students and subpopulations blue/high/increased sign. Middle - White- green/high/maintained, Economically Disadvantaged/Students with Disabilities - green/high/increased. High School - all students and subpopulations green/medium/increased.

In 2022-2023, 21.04% of Washington County teachers have bachelor's degrees, 61.4% have master's degrees, 41.15% have Rank I or higher, and 20.68% have Specialist degrees. There are 7 National Board Certified teachers and 3 with emergency or provisional credentials 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 Results](#)

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

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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

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● **b. Upload your completed template in the attachment area directly below.**

**ATTACHMENTS**

**Attachment Name**

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 WC 23-24 KCWP Template CDIP

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


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

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

KCWP 2: Design and Deliver Instruction

Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 WC 23-24 KCWP Template CDIP		• 7



2023-2024 Phase Three: Comprehensive District Improvement  
Plan\_10232023\_10:37

2023-2024 Phase Three: Comprehensive District Improvement Plan

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

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## Table of Contents

2023-24 Phase Three: Comprehensive District Improvement Plan	3
Attachment Summary	6



## 2023-24 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).

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the seven (7) required district goals: 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

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

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

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

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

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

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

**Activity:** Actionable steps the district will take 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. The description should include the artifacts to be reviewed, specific 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

### 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 \(CDIP\)](#)

- **b. Upload your completed template in the attachment area directly below.**

### **ATTACHMENTS**

#### **Attachment Name**



WC CDIP Goals, Objectives, and Strategy Template 23-24 WC CDIP Goals, Objectives, and Strategy Template 23-24


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.

Continuation of establishing the curriculum, professional learning, and monitoring to ensure Tier 1 practices are meeting the needs of our students. A deeper focus on developing formative assessments that are congruent to the standards, implementing the formative assessments, and effectively analyzing assessments for

student learning will be added/modified to address current needs, especially for those identified in gap groups (special education and EL students).

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 WC CDIP Goals, Objectives, and Strategy Template 23-24 WC CDIP Goals, Objectives, and Strategy Template 23-24		.

## Comprehensive District Improvement Plan (CDIP)

### Rationale

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

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

### Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - 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

Updated June 2023

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

#### TIER I

- Need for processes to ensure tier I instruction meets the intent of the state standards
- Need for processes to ensure students have a clear understanding of learning intentions and can demonstrate mastery
- Need for monitoring instruction and learning
- Need for processes around classroom assessments for student learning

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

#### KCWP 2: Design and Deliver Instruction

Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?

### 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.

**Continuation of establishing the curriculum, professional learning, and monitoring to ensure Tier 1 practices are meeting the needs of our students. A deeper focus on developing formative assessments which are congruent to the standards, implementing the formative assessments, and effectively analyzing assessments for student learning will be added/modified to address current needs especially for those identified in gap groups (special education and EL students).**

Updated June 2023

**Indicator**

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Status			Change		
	Elem	Middle	HS	Elem	Middle	HS
State Assessment Results in reading and mathematics	60.3	65.5	55.8	3.4	-5.5	-4.8
State Assessment Results in science, social studies and writing	63.0	52.3	48.5	4.9	-13.4	5.5
English Learner Progress	58.1	NA	NA	15.4	NA	NA
Quality of School Climate and Safety	79.2	71.1	62.6	4.9	0.0	2.0
Postsecondary Readiness (high schools and districts only)	NA	NA	93.4	NA	NA	33.2
Graduation Rate (high schools and districts only)	NA	NA	98.0	NA	NA	-0.2

**Explanations/Directions**

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy	Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
assessments. There can be multiple objectives for each goal.	can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).		both staff and students.		



**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	Activities	Measure of Success	Progress Monitoring	Funding (Title I Funding)
<p>Objective 1 Objective 1 <b>Elementary</b> - By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in <b>Reading</b> from <b>41%</b> in 2023 to <b>61.5%</b> and <b>Math</b> from <b>40%</b> in 2023 to <b>48.4%</b> based on the KSA/Alternate KSA. <b>Middle</b> - By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in <b>Reading</b> from <b>47%</b> in 2023 to <b>67.5%</b> and <b>Math</b> from <b>47%</b> in 2023 to <b>69.2%</b> based on the KSA/Alternate KSA. <b>High School</b> - By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in</p>	<p>KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>Administrators will continue to 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><b>Quarterly</b> - 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><b>Quarterly</b>- 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><b>Monthly</b> 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>

Updated June 2023

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	Activities	Measure of Success	Progress Monitoring	Funding (Title I Funding)
<p><b>Reading</b> from <b>44%</b> in 2023 to <b>43.1%</b> and <b>Math</b> from <b>29%</b> in 2023 to <b>32.1%</b> based on the KSA/Alternate KSA.</p>		<p>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.</p>	<p>Data Analysis Reports (formative, summative, Iready, etc.)</p>	<p><b>Quarterly</b> administrators will present an analysis of data during district principal meetings-CAO</p>	
		<p>Teachers and administrators will continuously improve and implement their Family Friendly Partnership Plan 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><b>Annual survey for families to provide feedback</b> on family supports and services.</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><b>Quarterly</b> 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>Schools will provide summer academy opportunities focused on ELA and Math, targeting students identified as needing more support.</p>	<p>End of year/beginning of year interim data of students involved; pre/post assessments; survey data;</p>	<p>Data analysis report during the principal PLC meeting at <b>beginning of year</b>. -CAO</p>	<p>GF; Title I/Title V support; KCSI Grant</p>
		<p>100% of teachers will participate in provider-approved literacy</p>	<p>District literacy strategies will be</p>	<p><b>By June 31, 2024</b>, professional learning logs will be monitored by the</p>	<p>Literacy Coach salary - KYCL grant</p>

Updated June 2023

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	Activities	Measure of Success	Progress Monitoring	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	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1  <b>Elementary</b> - By spring of 2024, <b>Washington County Schools</b> will increase the percentage of students scoring proficient/distinguished in <b>Science</b> from <b>30%</b> in 2023 to <b>47.2%</b> based on the KSA/Alternate KSA.  <b>Middle</b> - By spring of 2024, <b>Washington County Schools</b> will increase the percentage of students scoring proficient/distinguished in <b>Science</b> from <b>17%</b> in 2023 to <b>41.7%</b> based on the KSA/Alternate KSA.  <b>High School</b> - By spring of 2024, <b>Washington County Schools</b> will increase the percentage of students scoring proficient/distinguished in <b>Science</b> from <b>7%</b> in 2023 to</p>	<p>KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>Administrators will continue to 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><b>Quarterly</b> - 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><b>Quarterly</b>- 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><b>Monthly</b> 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>
		<p>District administrators will analyze assessment data as well as walk-through data to determine</p>	<p>Data Analysis Reports (formative, summative, Iready, etc.)</p>	<p><b>Quarterly</b> administrators will present an analysis of data during district principal meetings-CAO</p>	

Updated June 2023

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	Activities	Measure of Success	Progress Monitoring	Funding
<p>32.5% based on the KSA/Alternate KSA.</p> <p><b>Objective 2</b></p> <p><b>Elementary</b> - By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in <b>Social Studies</b> from 45% in 2023 to 55.5% based on the KSA/Alternate KSA.</p> <p><b>Middle</b> - By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in <b>Social Studies</b> from 34% in 2023 to 60.8% based on the KSA/Alternate KSA.</p> <p><b>High School</b> - By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in <b>Social Studies</b> from 30% in 2023 to 33.5% based on the KSA/Alternate KSA.</p> <p><b>Objective 3</b></p>		<p>levels of student achievement based on the district curriculum framework and identify areas needing additional supports.</p>			
		<p>Teachers and administrators will continuously improve and implement their Family Friendly Partnership Plan 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><b>Annual survey for families to provide feedback</b> on family supports and services.</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><b>Quarterly</b> 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>Schools will provide summer academy opportunities focused on ELA and Math, targeting students identified as needing more support.</p>	<p>End of year/beginning of year interim data of students involved; pre/post assessments; survey data;</p>	<p>Data analysis report during the principal PLC meeting at <b>beginning of year</b>. -CAO</p>	<p>GF; Title I/Title V support; KCSI Grant</p>

Updated June 2023

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	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Elementary</b> - By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in <b>Combined Writing</b> from <b>41%</b> in 2023 to <b>57.5%</b> based on the KSA/Alternate KSA.</p> <p><b>Middle</b> - By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in <b>Combined Writing</b> from <b>51%</b> in 2023 to <b>54.1%</b> based on the KSA/Alternate KSA.</p> <p><b>High School</b>- By spring of 2024, <b>WC</b> will increase the percentage of students scoring proficient/distinguished in <b>Combined Writing</b> from <b>50%</b> in 2023 to <b>53.4%</b> based on the KSA/Alternate KSA.</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 lesson plans and walk-throughs.</p>	<p><b>By June 31, 2024</b>, 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>

Updated June 2023

### 3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p><b>Objective 1</b></p> <p><b>Elementary</b> - By spring of 2024, <b>WC</b> will increase the percentage of <b>students with disabilities (IEP)</b> scoring proficient/distinguished in <b>Reading</b> from <b>19%</b> in 2023 to <b>47.1%</b> based on the KSA/Alternate KSA.</p> <p><b>Middle</b> - By spring of 2024, <b>WC</b> will increase the percentage of <b>students with disabilities (IEP)</b> scoring proficient/distinguished in <b>Reading</b> from <b>13%</b> in 2023 to <b>37.8%</b> based on the KSA/Alternate KSA.</p> <p><b>High School</b> - By spring of 2024, <b>WC</b> will increase the percentage of <b>students with disabilities (IEP)</b> scoring proficient/distinguished in <b>Reading</b> to <b>21.5%</b> based on the KSA/Alternate KSA.</p> <p><b>Objective 2</b></p> <p><b>Elementary</b> - By spring of 2024, <b>WC</b> school will increase the percentage of <b>students with disabilities (IEP)s</b> scoring proficient/distinguished in <b>Math</b> from <b>15%</b> in 2023 to</p>	<p>KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p> <p>Washington County Strategic Leadership Plan</p>	<p>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>	<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><b>Quarterly</b> 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>	<p>Title V IDEA</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><b>Monthly</b> 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.</p> <p>-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>Professional Learning in Mathematical Teaching Practices through CKEC partnership.</p>	<p>Monthly walkthrough data collection.</p>	<p><b>Monthly</b> analysis of the data and monthly professional learning support through CKEC.</p>	

Updated June 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>23.4% based on the KSA/Alternate KSA.</p> <p><b>Middle-</b> By spring of 2024, WC school will increase the percentage of <b>students with disabilities (IEP)</b> scoring proficient/distinguished in <b>Math</b> to 34.4% based on the KSA/Alternate KSA.</p> <p><b>High School -</b> By spring of 2024, WC school will increase the percentage of <b>students with disabilities (IEP)</b> scoring proficient/distinguished in <b>Math</b> from 14% in 2023 to 15.5% based on the KSA/Alternate KSA.</p>					



**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	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2024, <b>WC</b> school will increase the attainment rate of <b>English Learners</b> from <b>7.4%</b> in 2022 to <b>15%</b> based on the ACCESS/Alternate ACCESS results.</p>	<p>KCWP#2 - Design and Deliver Instruction; Washington County Strategic Leadership Plan</p>	<p>Administrators and Teachers will participate in professional learning through the focused on increasing the learning opportunities and student outcomes of all students, especially English Learners. ( ie. CKEC Cadre; WIDA trainings; ExCel; District EL endorsement program)</p>	<p>Administrator/ Teacher participation in professional learning; family literacy event survey; EL student interim assessment results in literacy; observation data;</p>	<p><b>Quarterly</b> report during principal PLC meeting - Starts Spring/summer 2023 - CAO</p>	<p>Title V; Title III, and Title I; Project ExCel Grant; Stronger Connections Grant</p>
		<p>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><b>Quarterly</b> report during principal PLC meeting - Starts Spring/summer 2023 - CAO</p>	<p>Title V; Title III and Title I; Stronger Connections Grant</p>
		<p>Schools will provide no less than twice a year EL only parent meetings/workshops focused on increasing English Language development for EL students and families</p>	<p>EL family participation; surveys; interim performance scores; PSP reports</p>	<p><b>Quarterly</b> principals will present survey analysis reports and data results to the district administrator team - CAO</p>	<p>Title I/Title III - EL Tutor Salary. Title I family engagement funds; GF - testing/ interpreting/ translation; Title I Admin Salary</p>
		<p>EL Coordinator/Instructional Supervisor will provide targeted supplemental English Language services/workshops to identified EL students and families, as well as professional learning to teachers.</p>	<p>Increase in EL language proficiency results; increase in language interim assessment results; PSP reports; Access testing; interim EL language</p>	<p>Evaluation of program data - CAO</p>	<p>Title I/Title III - EL salary; Title I family engagement funds; GF- testing/ interpreting/ translation; Title V - Professional</p>

Updated June 2023

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	Activities	Measure of Success	Progress Monitoring	Funding
			proficiency assessment; PL surveys; EL family surveys and participation		Learning; Stronger Connections Grant

**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	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p><b>Elementary</b> - By spring of 2024, <b>WC</b> school will increase the <b>Climate Index Score</b> from <b>81.8%</b> in 2023 to <b>82%</b> based on the results from the Quality of School Climate and Safety Survey.</p> <p><b>Middle</b> - By spring of 2024, <b>WC</b> school will increase the <b>Climate Index Score</b> from <b>73.8%</b> in 2023 to <b>79.2%</b> based on the results from the Quality of School Climate and Safety Survey.</p> <p><b>High School</b> - By spring of 2024, <b>WC</b> school will increase the <b>Climate Index Score</b> from <b>64.7%</b> in 2023 to <b>70%</b> 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><b>Quarterly</b> 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><b>Quarterly</b> reports during principal meetings–DoSE/DEIB</p> <p><b>Monthly</b> Guidance Counselor Cadre meetings–agendas and minutes</p>	
		<p>Engagement in Equity Playbook and Engage to Learn, 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><b>Quarterly</b> reports during principal/district leadership meetings–DoSE/DEIB</p> <p>Equity Leadership Team meeting agendas</p>	
<p>Objective 2</p> <p><b>Elementary</b> - By spring of 2024, <b>WC</b> will increase the <b>Safety Index Score</b> from <b>76.6%</b> in 2023 to <b>76.8%</b></p>		<p>School resource officer will support and provide professional learning opportunities to schools, students, and families focused on the safety of our students. The SRO will build</p>	<p>Behavioral Data; student, staff, family, and community surveys; community</p>	<p><b>Quarterly</b> reports during administrators meetings - Asst Sup</p>	<p>Title IV - SRO salary support</p>

Updated June 2023

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	Activities	Measure of Success	Progress Monitoring	Funding
<p>based on the results from the Quality of School Climate and Safety Survey.</p> <p><b>Middle</b> - By spring of 2024, <b>WC</b> will increase the <b>Safety Index Score</b> from <b>68.4%</b> in 2023 to <b>74.4%</b> based on the results from the Quality of School Climate and Safety Survey.</p> <p><b>High School</b> - By spring of 2024, <b>WC</b> will increase the <b>Safety Index Score</b> from <b>60.4%</b> in 2023 to <b>66.96%</b> based on the results from the Quality of School Climate and Safety Survey.</p>		<p>relationships with students, families, and staff.</p>	<p>trend data; KIP survey results</p>		

**6: Postsecondary Readiness**

Goal 6 (State your postsecondary goal.): By spring of 2027, **Washington County Schools** will maintain **Postsecondary Readiness Rate** with High Demand Bonus at **93.4%** based on graduating seniors who obtained one type of readiness score (Academic/Career).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2024, <b>WC</b> will maintain Postsecondary Readiness Rate with High Demand Bonus at <b>93.4%</b> based on graduating seniors who obtained one <b>type of readiness score (Academic/Career)</b></p>	<p>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><b>Quarterly</b> 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><b>Quarterly</b> 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><b>Monthly</b> 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><b>Quarterly</b> - 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>
		<p>Administrators will establish a CTE curriculum framework incorporating student products and deeper learning.</p>	<p>Product - curriculum framework (pacing guides, standards-based units,</p>	<p><b>Quarterly</b> - administrators will review and revise documents to ensure congruence - CAO</p>	

Updated June 2023

Goal 6 (State your postsecondary goal.): By spring of 2027, **Washington County Schools** will maintain **Postsecondary Readiness Rate** with High Demand Bonus at **93.4%** based on graduating seniors who obtained one type of readiness score (Academic/Career).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			assessments with blueprints, Deeper Learning, and rubrics)		
		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	<b>Quarterly</b> - 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,	<b>Monthly</b> 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	<b>Quarterly</b> administrators will present an analysis of data during district principal meetings-CAO	
		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.	<b>By June 31, 2024</b> , professional learning logs will be monitored by the KYCL grant coordinator and reported to district administrators.-CAO	Literacy Coach salary - KYCL grant

Updated June 2023

7: Graduation Rate

Goal 7 (State your graduation rate 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	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2024, <b>WC</b> will sustain the <b>4-year Graduation Rate</b> at <b>96.7%</b> and <b>5-year Graduation Rate</b> at <b>98.6%</b> based on cohort graduation data.</p>	<p>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><b>Quarterly</b> 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><b>Quarterly</b> 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. Privileges may be revoked if attendance does not improve.</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>

Updated June 2023

Goal 7 (State your graduation rate 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	Activities	Measure of Success	Progress Monitoring	Funding
		<p>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.</p>	<p>Decrease in triggering events, increase in attendance and achievement.</p>	<p>Monthly progress meetings with YSC, Communicare counselor, admin. and guidance counselors.</p>	
		<p>APEX (online learning platform) will supplement and support activities for students needing credit recovery options.</p>	<p>Monitoring of lesson completion in APEX.</p>	<p>Mid-term and at the end of each grading term, bi-weekly progress monitoring of course completion. As monitored by admin., counselors.</p>	<p>Apex – Title I</p>



Updated June 2023

### 8: Other (Optional) - Teacher Retention

Goal 8 (State your other 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	Funding
Objective 1 By spring of 2024, WC will decrease the teacher turnover data from <b>19.5%</b> in 2023 to <b>20%</b> based on Kentucky’s School Report Card	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	<b>Yearly</b> review of the data - CAO	Title V funding
		Early Career Cadre-Supports teachers in years 1-3 of their career by providing personalized professional learning, supports, and coaching. Monthly meetings and capstone projects to support teacher growth.		<b>Monthly principal report on professional progress and needs assessment of new teachers.</b>	

### 8: Other (Optional) - Strategic Plan

Goal 8 (State your other goal.): By spring of 2027, **Washington County Schools** will fully implement the Washington County Strategic Plan.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2024, WC will implement year 2 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	<b>Bi-Annually</b> - CAO	Title V funding

Updated June 2023

### Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

#### Monitoring and Support

**Consider:** Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

**Response:**

**NOT APPLICABLE**

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

#### Additional/More Rigorous Actions

**Consider:** List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

**Response:**

**NOT APPLICABLE**