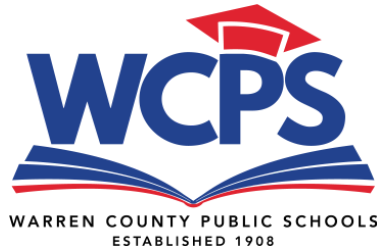


Strategic Plan Pillars	Connected CDIP Goals
<p align="center">Student Achievement</p> <p>Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.</p>	<p align="center">State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies, and Writing Achievement Gap English Learner Progress</p>
<p align="center">Safety & Wellness</p> <p>Prioritize a safe and protected environment with clearly communicated expectations that foster healthy relationships.</p>	<p align="center">Quality of School Climate and Safety</p>
<p align="center">Family & Community</p> <p>Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.</p>	<p align="center">Achievement Gap English Learner Progress Quality of School Climate and Safety Postsecondary Readiness Graduation Rate</p>
<p align="center">Finance/Operations</p> <p>WCPS will manage district finances with efficacy and efficiency to maximize instructional funding.</p>	<p align="center">Finance/Operations *</p>

* Not Submitted with CDIP



Warren County Public Schools Comprehensive District Improvement Plan Goals Rob Clayton, Superintendent

State Assessment Results in Reading and Mathematics

Goal 1: Warren Co. Public Schools will increase proficiency in reading and math by 2028 as measured by state assessments.

- elementary students in reading from 42% to 69.3% and math from 38% to 63.2%;
- middle school students in reading from 56% to 77.2% and math from 48% to 68.6%; and
- high school students in reading from 52% to 65.9% and math from 42% to 58.2%

State Assessment Results in Science, Social Studies and Writing

Goal 2: Warren Co. Public Schools will increase proficiency in science, writing, and social studies by 2028 as measured by state assessments.

- elementary science from 36% to 54%, for social studies from 38% to 65.6%, for writing from 46% to 62.2%;
- middle school students in science from 30% to 52.4%, social studies from 48% to 77%, and writing from 64% to 74%; and
- high school students in science from 11% to 55.4%, social studies from 45% to 53.1%, and in writing from 43% to 71.2%.

Achievement Gap

Goal 3:
Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

English Learner Progress

Goal 4: By 2028, Warren Co. Public Schools will increase the percentage of EL students that are on track to exit in five years based on ACCESS assessment -

- elementary school students from 52.8% to 58.6%;
- middle school students from 42.2% to 55.1%; and
- high school students from 34.0% to 54.5%.

Quality of School Climate and Safety

Goal 5: Warren County Public Schools will demonstrate a 5 point increase in the Quality of School Climate and Safety Indicator rate at each level (Elem., MS, and HS) by 2028.

- Elementary from 76.3 to 81.3
- Middle School from 67.2 to 73
- High School from 61.6 to 62.6

Postsecondary Readiness

Goal 6: Warren Co. Public Schools will increase the percentage of students graduating Transition Ready from 87% to 92% by 2028 as measured by state approved benchmarks.

Graduation Rate

Goal 7: Warren Co. Public Schools will collaborate to maintain the percentage of students graduating at 96% by 2028 as measured by state benchmarks.

Finance/Operations

Goal 8: Warren County Public Schools will work to meet the following goals by 2024:

- Reduce the amount of energy consumption, measured in kilowatt hours, from 13.6 million to 13.0 million by June 30, 2024.
- Increase district revenue per pupil.
- Increase transparency and understanding of financial decisions as measured by item #11 on the EE survey from 4.00 to 4.05 and the top box to 35% by June 2024.
- Monitor the district's standing with regards to regionally competitive pay for certified and classified staff. Gradually and consistently increases placing WCPS in the top third of regional districts.

Alignment to Needs

Results of the Phase Two needs assessment process should inform the development of the comprehensive school 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 Schools

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

1. Our current curriculum is not being taught/assessed in alignment with the state standards. We must help teachers gain greater clarity of the standards to create clear and precise learning intentions for students.
2. We must ensure that Tier I instruction meets the intent of the state standards and that teachers are utilizing evidence-based instructional practices to ensure cognitive engagement.
3. We have identified three GAP groups across the district to closely progress monitor. We must ensure these groups receive equitable access to rigorous academic curriculum and/or the appropriate scaffolding or support measures are available in order for these students to attain mastery of the standards.

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

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

1. Standards Work

Provide professional training on deconstructing standards. Use of PLCs to deconstruct and calibrate instructional activities/assessments with the rigor of the standards. Use of PLCs in conjunction with district pacing guides to ensure that instruction is aligned with the standards.

2. Engagement/Rigor

WCPS will help organize instructional rounds for all schools throughout the 2023-2024 school year to help identify systemic problems of practice and help each school develop next steps to improve instructional practices and cognitive engagement. We will continue to offer training/professional development on Kagan Strategies, Deeper Learning, and Marzano to help ensure we are using evidence-based instructional practices.

3. GAP Groups

The three GAP groups we identified are English Learners (plus monitored), African Americans, and Students with a Disability.

We hope that our efforts to improve Tier 1 instruction by focusing on standards work and engagement/rigor will directly improve the progress/performance of these GAP groups. But we know that additional training on the appropriate scaffolding, differentiation, and MTSS processes will be needed. Additionally, we plan to help train and monitor on effective use of PLCs – effective PLCs make an impact on student achievement.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
	ES / MS / HS	ES / MS / HS
State Assessment Results in reading and mathematics	57.2 / 69.6 / 64.9	0.2 / 3.6 / 3.9
State Assessment Results in science, social studies and writing	61.1 / 67.3 / 54.6	2.8 / 6.6 / 2.0
English Learner Progress	64.7 / 30.8 / 31.0	13.2 / 5.8 / 2.9
Quality of School Climate and Safety	76.3 / 67.6 / 61.6	0.0 / 0.4 / 0.0
Postsecondary Readiness (high schools and districts only)	87.4	8.4
Graduation Rate (high schools and districts only)	96.1	-0.7

State Assessment Results in Reading and Mathematics

Goal 1: Warren Co. Public Schools will increase proficiency in reading and math by 2028 as measured by state assessments.

- elementary students in reading from 42% to 69.3% and math from 38% to 63.2%;
- middle school students in reading from 56% to 77.2% and math from 48% to 68.6%; and
- high school students in reading from 52% to 65.9% and math from 42% to 58.2%

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1: (Reading) WCPS will increase the percent of: A - elementary students P/D in reading from 42% to 48% by 2024 as measured by state assessment. B - middle school students P/D in reading from 56% to 60% by 2024 as measured by state assessment. C - high school students P/D in reading from 52% to 55% by 2024 as measured by state assessment. Objective 2 (Math) WCPS will increase the percent of: A- elementary students P/D in math from 38% to 44% by 2024 as measured by state assessment. B- middle school students P/D in math from 48% to 53% by 2024 as measured by state assessment. C- high school students P/D in math from 42% to 46% by 2024 as measured by state assessment.	WCPS will Design and Deploy Standards to ensure monitoring measures are in place to support high fidelity in teaching to the standards as an ongoing action of the PLC planning process.	Guaranteed and Viable Curriculum: All schools will implement a common research-based, guaranteed and viable curriculum in alignment with the district pacing guide in core content areas that includes an instructional vision for writing across the curriculum.	- District Common Assessments (7-12) -HMH Assessments (K-6)	- Monthly/Quarterly by Instructional Directors - Monthly/quarterly at leveled meetings by leveled directors	ARP ESSER - \$1 million
		WCPS will Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of standard/learning target.	Professional Learning: Professional learning opportunities will be provided by the district and schools that will include but not be limited to Cognitive Engagement/Rigor, scaffolding, standards expertise and alignment, curriculum implementation, data analysis, student engagement, evidence based practices, technology integration, and working with special populations and gap groups.	-Coaching Visits, Walk throughs & observations (eleot)	- Quarterly by Instructional Directors	Title II and ESSER Funds - \$500,000
		WCPS will Review, Analyze and Apply Data to implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.	Teaching & Learning Coaches and Curriculum Coordinators: These instructional leaders will receive job-embedded professional learning on coaching and interpreting evidence of student learning. They will work with classroom teachers to improve their instructional ability.	-Coaching Visits, Walk throughs & observations (eleot)	- Monthly by Instructional Directors	ARP ESSER - \$1.8 million
			Professional Learning Communities: District-wide PLC days to allow for grade-level/content area teachers across the district to plan and discuss their processes for increasing student achievement through data analysis, student work analysis, and standards/curricular facilitated conversations. Schools will also have a process in place for PLC work within their buildings.	- District Common Assessments (7-12) -HMH Assessments (K-6) -Fastbridge Data	- 5 Days in the District Calendar by Instructional Department - Monthly by Instructional Department	District - \$2,000,000
			Instructional Rounds: Instructional rounds will be completed at all schools.	Instructional rounding schedule and debriefing summaries.	- Quarterly by Instructional Directors	ARP ESSER - \$50,000

State Assessment Results in Science, Social Studies and Writing

Goal 2: Warren Co. Public Schools will increase proficiency in science, writing, and social studies by 2028 as measured by state assessments.

- elementary science from 36% to 54%, for social studies from 38% to 65.6%, for writing from 46% to 62.2%;
- middle school students in science from 30% to 52.4%, social studies from 48% to 77%, and writing from 64% to 74%; and
- high school students in science from 11% to 55.4%, social studies from 45% to 53.1%, and in writing from 43% to 71.2%.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1: (Writing) WCPS will increase the percent of students scoring P/D in writing for: A - elementary students from 46% to 50% by 2024 as measured by state assessment. B - middle school students from 64% to 66% by 2024 as measured by state assessment. C - writing for high school students from 43% to 49% by 2024 as measured by state assessment. Objective 2: (Social Studies) WCPS will increase the percent of students scoring P/D in social studies for: A - elementary students from 38% to 44% by 2024 as measured by state assessment. B - middle school students from 48% to 54% by 2024 as measured by state assessment. C - high school students from 45% to 47% by 2024 as measured by state assessment. Objective 3: (Science) WCPS will increase the percent of students scoring P/D in science for: A - elementary students from 36% to 40% by 2024 as measured by state assessment. B - middle school students from 30% to 35% by 2024 as measured by state assessment. C - high school students from 11% to 20% by 2024 as measured by state assessment.	WCPS will Design and Deploy Standards to ensure monitoring measures are in place to support high fidelity in teaching to the standards as an ongoing action of the PLC planning process.	Guaranteed and Viable Curriculum: All schools will implement a common research-based, guaranteed and viable curriculum in alignment with the district pacing guide in core content areas that includes an instructional vision for writing across the curriculum.	- District Common Assessments (K-12)	- Monthly/Quarterly by Instructional Directors - Monthly/quarterly at leveled meetings by leveled directors	ARP ESSER - \$1 million
		WCPS will Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of standard/learning target.	Professional Learning: Professional learning opportunities will be provided by the district and schools that will include but not be limited to standards expertise and alignment, curriculum implementation, data analysis, student engagement, evidence based practices, technology integration, and working with special populations and gap groups.	-Coaching Visits, Walk throughs & observations (eleot)	- Quarterly by Instructional Directors	Title II and ESSER Funds - \$500,000
		WCPS will Review, Analyze and Apply Data to implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.	Teaching & Learning Coaches and Curriculum Coordinators: These instructional leaders will receive job-embedded professional learning on coaching and interpreting evidence of student learning. They will work with classroom teachers to improve their instructional ability.	-Coaching Visits, Walk throughs & observations (eleot)	- Monthly by Instructional Directors	ARP ESSER - \$1.8 million
			Professional Learning Communities: District-wide PLC days to allow for grade-level/content area teachers across the district to plan and discuss their processes for increasing student achievement through data analysis, student work analysis, and standards/curricular facilitated conversations. Schools will also have a process in place for PLC work within their buildings.	- District Common Assessments (K-12)	- 5 Days in the District Calendar by Instructional Department - Monthly by Instructional Department	District - \$2,000,000
			Instructional Rounds: Instructional rounds will be completed at all schools.	Instructional rounding schedule and debriefing summaries.	- Quarterly by Instructional Directors	ARP ESSER - \$50,000

Achievement Gap

Goal 3: Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).						
Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society. Family & Community Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.	Objective 1: WCPS will collaborate to increase the percentage of P/D students in the area of reading for the following subgroups by 2024 as measured by state assessments: <u>A. Elementary</u> *28% to 44% English Learners (plus monitored) *20% to 40.8% African American *18% to 29.1% Students w/Disabilities	WCPS will Design and Deliver Instruction to implement strategies and programs across the district to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the Tier I instruction and assessment needs of all students.	Extended Learning Opportunities: Extended learning opportunities will be provided for students in grades preschool-12. This will include but not be limited to - LEAP Bus, Little Learners Bus, Kinder Ready Camp, Refugee Early Intervention, Summer Literacy Academy, Gifted Camp, English Learner Summer School, Extended School Services during the summer and school year, tutoring, and expanded preschool program.	- Brigance Screeners - FastBridge Assessment - ESS Program Report - Student Grades (7-12)	- Quarterly by Director of Elementary Instruction, Director of Secondary Instruction, and Director of EL and Federal Programs	ESS, Federal Funding (Title I, Refugee Grant, Migrant, ESSER Funds), Local Grants - \$900,000
	<u>B - Middle</u> *23% to 28.8% English Learners (plus monitored) *28% to 47.6% African American *17% to 28% Students w/Disabilities	WCPS will Design and Deliver Instruction to establish a process to support teachers' instructional effectiveness based on student data and walkthrough/observational data.	Accelerate Learning for All: Instead of taking the typical approach to remediation, we will make access to grade-level content the academic priority and provide just-in-time interventions when needed. The district will support the implementation of grade-level instructional resources and the PLC process will ensure all students have access to grade-level standards.	- FastBridge - Completion rates of DCAs (7-12) - Completion rates of HMH (K-6)	-Weekly by District Teaching & Learning Coaches -Quarterly by Elementary & Secondary Directors	District Funds - \$150,000
	<u>C - High</u> *28% to 31% African American *12% to 15% Students w/Disabilities	WCPS will Design, Align, Deliver Support Processes to determine which best practice strategies will meet the identified needs of students and ensure resources are aligned and address the identified needs.	English Learners: We will provide training in best practices for working with EL students to EL staff and classroom teachers. This will include providing tools and strategies for engaging and accelerating EL students in Listening, Speaking, Reading, and Writing. District Approved Curriculum will be used throughout the district for all EL pull-out services. Instruction will target the specific areas of needs for students as they relate to the WIDA standards.	- Ellevation Modules Completed - Dissaggregated Data for DCAs and HMH Assessments and FastBridge	- Quarterly by EL Coach and Assistant Director of EL and Federal Programs and District Data Analyst and School Improvement Coordinator	ARP ESSER, District Funds, and Federal Funds (Title III) - \$3,700,000
		WCPS will Establish Learning Culture and Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners and helps to be successful.	Student w/Disabilites: We will continue to provide training in best practices for improving co-teaching strategies with special education staff and teachers by implementing walk-throughs with distirict and building administration providing feedback.. This will include providing tools and strategies for engaging and accelerating special education students in grade level standards across all levels. All special education teachers will continue to be intentional with specially designed instruction and all staff will be intentional in providing required accommodations in order for special education students to have equal access. The director and consultants will engage in quarterly meetings with school teams to look at progress being made on goals and determine next steps.	-Fastbridge -Reviewing IEP goal progress monitoring - Dissaggregated Data for DCAs and HMH Assessments and FastBridge	-Quarterly by SPED Consultants and Director of Special Education and District Data Analyst and School Improvement Coordinator	IDEA Grant money and Distirct funding \$10,550,000

English Learner Progress

Goal 4: By 2028, Warren Co. Public Schools will increase the percentage of EL students that are on track to exit in five years based on ACCESS assessment -

- elementary school students from 52.8% to 58.6%;
- middle school students from 42.2% to 55.1%; and
- high school students from 34.0% to 54.5%.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<p>Student Achievement</p> <p>Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.</p>	<p>Objective 1: By 2024, Warren Co. Public Schools will increase the percentage of EL students that are on track to exit in five years based on ACCESS assessment - A. elementary school students from 52.8% to 53.5%; B. middle school students from 42.2% to 43.8%; and C. high school students from 34.0% to 36.6%.</p> <p>Objective 2: WCPS will increase the EL Attainment rate (exiting) from 10.5% to 12.0% by 2024.</p>	<p>WCPS will Design and Deliver instruction to implement strategies and programs across the district to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the Tier I instruction and assessment needs of all students.</p> <p>WCPS will Design and Deliver Instruction to establish a process to support teachers' instructional effectiveness based on student data and walkthrough/observational data.</p> <p>WCPS will Design, Align, Deliver Support Processes to determine which best practice strategies will meet the identified needs of students and ensure resources are aligned and address the identified needs.</p> <p>WCPS will Establish Learning Culture and Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners and helps to be successful.</p>	<p>We will provide training for EL staff, classroom teachers, and administrators in best practices for working with EL students. This will include providing tools and strategies for engaging and accelerating EL students in Listening, Speaking, Reading, Writing, and Critical Thinking. We will develop training progressions that will include basic information about EL learners, expectations and mindsets, understanding the ACCESS assessment, WIDA Standards, and basic strategies for teachers to use with students.</p> <p>District Approved Curriculum will be used throughout the district for EL pull-out services. EL teachers will be worked with to identify specific areas of language need for students. Instruction will target the specific student needs as they relate to the WIDA standards.</p>	<p>- Ellevation Module Completion - FastBridge - ACCESS Attainment - ACCESS Growth - ACCESS Progress Toward Attainment</p>	<p>- Quarterly by EL Coach and Assistant Director of EL and Federal Programs</p>	<p>District and Federal Funds (Title III) - \$3,700,000</p>
<p>Family & Community</p> <p>Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.</p>						

Quality of School Climate and Safety

Goal 5: Warren County Public Schools will demonstrate a 5 point increase in the Quality of School Climate and Safety Indicator rate at each level (Elem., MS, and HS) by 2028.

- Elementary from 76.3 to 81.3
- Middle School from 67.2 to 73
- High School from 61.6 to 62.6

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<p>Safety & Wellness</p> <p>Prioritize a safe and protected environment with clearly communicated expectations that foster healthy relationships.</p> <p>Family & Community</p> <p>Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.</p>	<p>Objective 1: PBIS 75% of WCPS A1 schools will maintain/obtain "Gold" status as measured by the PBIS Tiered Fidelity Inventory (TFI) by May 2024</p> <p>Objective 2: Office Discipline Referral WCPS ODR data will reflect a .04 point/100 students reduction of "behavior events" at each level (Elem., MS, HS) as measured/reported on WCPSs State Report Card by May 2024</p> <p>Objective 3: Employee Engagement Survey Increase the overall mean on the Employee Engagement from 4.18 to 4.34 by May 2024</p> <p>Objective 4: District Support Services Survey Increase the mean on the District Support Services from 4.73 to 4.75 by May 2024</p> <p>Objective 5: Parent Survey Increase the participation rate on the Parent Survey 5% (from 3249 to 3411) by May 2024</p> <p>Objective 6: Parent Survey Increase the the overall mean on the Parent Survey from 4.09 to 4.15 by May 2024</p> <p>Objective 7: Nutrition and Dining To increase breakfast participation by 7% (from 48.58% to 55.58%) and lunch participation by 5% (from 82.11% to 87.11%)</p>	<p>WCPS will Design, Align, and Deliver Support Processes to school leadership, personnel, and PBIS teams to develop and refine PBIS processes, procedures, behavior management, including mental health support integration.</p> <p>WCPS will Design, Align, and Deliver Support Processes to implement school and district-wide behavioral support and management systems, training, and SEL curriculum implementation support.</p> <p>WCPS will Establish Learning Culture and Environment by implementing school culture improvement and development initiatives as described under activities.</p> <p>WCPS will Establish Learning Culture and Environment by implementing school culture improvement and development initiatives as described under activities.</p>	<p>Positive Behavioral Interventions and Supports (PBIS): -School-based, monthly PBIS/ISF Tier 1, 2, and 3 team meetings. -PBIS/ISF team training and support. -Integration of mental health supports (ISF) into school-based and District PBIS/MTSS teams.</p> <p>Social Emotional Learning: -Implementation of Social Emotional Learning (SEL) curriculum in all K-8 schools and 2 of 4 high schools.</p> <p>Behavior Support: -Leader in Me implemented in all K-8 Schools -Ongoing behavior support and coaching for all schools through both school-based and District Intervention staff.</p> <p>Stakeholder Input: -Employee Engagement Survey, rollout process, action plan and implementation -District Services Survey, rollout process, action plan and implementation -Media reminders, One Call, targeted plans by individual schools -Action plan per school targeting #3 and #13 on communicating with parents.</p> <p>Community Involvement: -Martin Luther King Junior Day Event -Hall of Distinguished Alumni Event -Monthly Board Meeting Recognitions -State of the District Address -Maintain and Expand mentorship programs</p> <p>Nutrition and Dining: -Breakfast events held periodically to promote participation -National School Lunch week celebration in October - National School Breakfast week celebration in March -Addition of new products and promotions throughout year - Increased size of products within regulation at breakfast service - Encourage participation by employees in SNA Level 1-4 Certification - Continue participation in CEP program(no cost meals)</p>	<p>PBIS Tiered Fidelity Inventory</p> <p>ISF Implementation Inventory</p> <p>PBIS team meeting agendas and notes</p> <p>SEL implementation fidelity measures</p> <p>Social Academic Emotional and Behavior Screener (mySAEBRS)</p> <p>Training/professional development logs, meeting agendas, Coaching notes/documentation</p> <p>Leader in Me fidelity measures (MRA)</p> <p>-Annual parent survey -Employee Engagement Survey- 1 time per year -District Support Services Survey-1 time per year -Impact Survey every 2 years</p> <p>-Equity Scorecard</p> <p>-Sales Overview Report -D3 KY State report</p>	<p>- Quarterly by instructional directors - Monthly/quarterly by Coordinators</p> <p>- Quarterly by instructional directors - Monthly/quarterly by Coordinators</p> <p>- Quarterly by instructional directors - Monthly/quarterly by Coordinators</p> <p>- Fall and Spring Semester-by all departments at central office -Quarterly-District Rounding Logs by District and School Administrators</p> <p>-Quarterly Equity Council Meetings -Environmental, Social, and Recruitment Coordinator</p> <p>-Monthly Cafeteria Manager meetings and Administrator meetings - Director of Nutrition & Dining, All Cafe Mangers and Asst. Managers, School Principals</p>	<p>No funding needed</p> <p>District - \$100,000</p> <p>Aware Grant - \$15,000</p> <p>District - \$25,000</p> <p>Federal reimbursement, otherwise no funds</p>

Postsecondary Readiness

Goal 6: Warren Co. Public Schools will increase the percentage of students graduating Transition Ready from 87% to 92% by 2028 as measured by state approved benchmarks.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Family & Community Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.	Objective 1 WCPS will increase the percentage of students graduating Transition Ready from 87% to 88% by 2024 as measured by state approved benchmarks. Objective 2 WCPS will increase the overall ACT composite from 19 to 19.2 by 2024.	WCPS will Review, Analyze, and Apply Data to make data-informed decisions that build transition readiness systems in each school. WCPS will Design, Align, & Deliver Support Processes to improve career and technical education. WCPS will Establish Learning Culture and Environment to ensure effective service learning (internships/Co-op, Ready to Work, Volunteerism, Youth Leadership Councils, etc.) opportunities which include student voice and choice, consideration of multiple perspectives, curriculum integration, and reflection. WCPS will Design, Align, Deliver Support Processes to establish systems which ensure appropriate academic interventions are taking place to meet the needs of all students. Core instruction and tiered interventions for High Schools-	Staffing Responsibilities: -Schools will designate a coordinator to oversee the use of Perkins funds and professional learning to improve CTE in their schools. -Dedicate staff to monitor transition readiness and coordinate activities. -Instructional Coaches will work with teachers in all schools to support high-quality instruction that is aligned to KAS.	-Postsecondary Readiness Data	-Monthly by CTE Coordinator -Monthly by CCR coaches -Quarterly by District College and Career Transitions Readiness Coordinator	District Funds, Perkins, ESSER, Title IV, Competitive Grants - \$750,000
			Community Partnerships: -The district will collaborate with regional representatives to conduct a needs assessment for career and technical education improvement. -Provide work-based learning opportunities through partnerships with local businesses and the Chamber of Commerce.	-Job shadowing participation - Internship participation - Participation in externships for Faculty - CCR week in February	-Monthly by CCR coaches	No funding needed
			Intentional Opportunities: -Purposeful scheduling of students into courses and pathways based on their ILPs and interests. -Guidance counselors will collaborate to share ideas and strategies for intentional scheduling. -CCR coaches will use student interest data and transition readiness data to coordinate opportunities for students. -CTE programs will provide opportunities for students to pursue pathways of interest and will provide multiple options for students to demonstrate career readiness.	-Progress Toward Pathway Completion - Postsecondary Readiness Data - Early Graduation Program - Early College Program	-Monthly by CCR Coaches -Quarterly by CTE Coordinators -Bi-annually by Guidance Counselors	No funding needed
			Data: -Continue using (and adapting) a tracking system to collect and monitor school-wide transition readiness rate progress and dedicate staff to keep track of the CCR data. -High Schools across the district may host an ACT Boot camp for students 9-12 to help them in preparing and being successful on future assessments, specifically Reading, Math, and Science assessments. District will purchase Mastery Prep for each high school to support students with ACT test preparation.	-Progress Toward Pathway Completion - Postsecondary Readiness Data - Student Participation Numbers	-Monthly by CCR Coaches -Quarterly by Interventionists	Distirct - \$45,800

Graduation Rate

Goal 7: Warren Co. Public Schools will collaborate to maintain the percentage of students graduating at 96% by 2028 as measured by state benchmarks.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Family & Community Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.	Objective 1 Warren Co. Public Schools will collaborate to maintain or increase the percentage of students graduating at 96%.	Design, Align, Deliver Support Processes to work to decrease the number of students dropping out of high school. Design, Align, Deliver Support Processes to provide students the opportunity to recover credits at the high school level.	Staffing Responsibilities: -WCPS utilizes a Dropout Prevention Coordinator (DoP) to review and respond to Early Warning data and collaborate with guidance counselors, coaches, and interventionists	-Early Warning Tool	-Weekly by DoP -Quarterly by DoP and Guidance -Semester by Secondary Director	ESSER - \$80,000
			Alternative Education Settings: -Continuation of the Alternative to Suspension Program, Beacon Academy, Geo International High School, Jackson Academy and Lighthouse Academy to provide alternate avenues for student success.	-Graduation rate -Program enrollment -Course completion rates	- Quarterly by the Assistant Superintendent(s)	No funding needed
			Dropout Prevention Strategies: -The district will utilize dropout prevention strategies such as accountability meetings, home visits, and other tools to support student success.	- Early Warning Tool	-Weekly by DoP -Quarterly by DoP and Guidance -Semester by Secondary Director	No funding needed
			Credit Recovery Options: -Summer School, district accountability meetings and other credit recovery options will be offered to students as needed to support academic achievement.	-Summer school enrollment -Credits recovered -Dropout data	-Annually by ESS Coordinator	ESS - \$50,000

Finance & Operations

Goal 8: Warren County Public Schools will work to meet the following goals by 2024:

- Reduce the amount of energy consumption, measured in kilowatt hours, from 13.6 million to 13.0 million by June 30, 2024.
- Increase district revenue per pupil.
- Increase transparency and understanding of financial decisions as measured by item #11 on the EE survey from 4.00 to 4.05 and the top box to 35% by June 2024.
- Monitor the district's standing with regards to regionally competitive pay for certified and classified staff. Gradually and consistently increases placing WCPS in the top third of regional districts.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Finance & Operations	Objective 1 WCPS will manage district finances with efficacy and efficiency to maximize instructional funding.	A district energy committee will be established to develop guidelines and incentives for school based energy teams;	Schools will be encouraged to establish student led energy teams.	District wide energy consumption will decrease from 13.6 million kilowatt hours to 13.0 million by June 30, 2024.	CFO & Director of Energy Management	
	Objective 2 WCPS will work diligently to increase our per pupil funding.	Increase Average Daily Attendance for students; Seek out grant opportunities; Assist in the development Warren County School Education Foundation whereby their fundraising will support the students of WCPS; Increase property tax rate.	Continuous communication pertaining to the importance of staff and student attendance; Collaborate with local agencies and research federal grant opportunities; Assemble a team of dedicated WCPS supporters and develop a mission and vision for a WCPS Education Foundation; Collaborate with our Board of Education to increase our local funding by increasing our property tax rate .	Average daily attendance for WCPS will move from 93% to 96% by December of 2023; Goal of securing \$1 million dollars of new grant funding by June 30, 2024; A team of 15 to 20 members, approved by-laws, vote in an executive team and hire an executive director; Increase our local property tax from 46.4 to 52.2 cents per \$100 of assessment;	CFO & Director of Grants/Community Outreach	
	Objective 3: WCPS strives to ensure financial transparency and increase decision making awareness.	Develop short interview sessions pertaining to District finances.	Superintendent and CFO will be interviewed to help the WCPS Family better understand our financial position and the why behind financial decisions.	Increasing our EE survey results from 3.96 to 4.00 by June 2023.	Superintendent & CFO	
	Objective 4: WCPS - Complete a yearly comparison of certified pay to ensure WCPS stays within the top third of the districts that border Warren County.	Establish a user friendly calculator whereby one can determine historical pay versus current.	Click here for Certified Salary Schedule		CFO	