



2024-2025 Phase One: Executive Summary for
Districts_09122024_12:51

2024-2025 Phase One: Executive Summary for Districts

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

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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 the 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 entertainment opportunities.

District Stakeholders

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

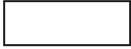
Washington County Schools in partnership with stakeholders work together to focus on improvement continually. Throughout the improvement planning process, consultation with stakeholders occurs to increase the effectiveness of our plans. Our stakeholders include students, parents/guardians, Washington 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 expectation for students, staff, and community members is to command excellence in 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

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.

Achievements:

- Home school district of 2022 Miss Kentucky
- Award-winning marching band
- State Champion 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
- Rising Educator Capstone participants
- CKEC Special Educator of the Year
- Preschool Partnership Grant recipient
- WHAS Crusade for Children grant recipient
- Student spotlights on students (with disability) who are recognized locally and nationally in competitions
- Opened new athletic complex utilized by football, track, band, and soccer
- 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
- Two full time SROs working in district
- All schools including Washington County Early Childhood earned Family Friendly Certification
- All schools passed school safety assessment
- Selected as Training Site for Autism Training Center
- 37 students passed AP exams taken during the 22-23 school year
- Kentucky Community Schools Initiative Grant recipient

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. 50% complete)
- 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.
- Dental, Vision, and Behavior Health Services P-12 through Healthy Kids Clinic

Areas for Improvement:

- RTI research-based practices
- Enrichment opportunities
- Post-secondary counseling for middle school students
- Standards-Aligned Feedback
- Writing, Mathematics, Science, Social Studies, Reading
- Disability Gap
- Increase dual credit opportunities in CTE pathways
- Early Career supports and mentors
- Commander Ready Profile implementation

Additional Information

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase One: Continuous Improvement Diagnostic for
Districts_09122024_12:58

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

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2024-2025 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 2024-2025 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).

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Section 3(5)(a).

Please enter your name and date below to certify.
Dr. Cochran 9/12/2024



2024-2025 Phase Two: District Assurances_10142024_09:44

2024-2025 Phase Two: District Assurances

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2024-2025 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

The district hereby ensures that the FY 2024-2025 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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2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Districts

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2024-2025 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 aspects of teaching and learning that affect performance must guide the work. 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 they will address 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 as you conducted 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 were documented.

The Washington County School District is committed to an ongoing, systemic, cyclical continuous improvement process focused on student learning and alignment with our district Strategic Plan. The District Leadership Team's process includes the collection and analysis of multiple sources of data across all schools to determine strengths and growth areas as well as the contributing factors to prioritize our needs. Our comprehensive district improvement plan (CDIP) and support to the schools, as they develop the comprehensive school improvement plans (CSIPs), is grounded in the continuous improvement cycle. Both the district and schools' improvement plans set specific, measurable, appropriate, realistic, and time-bound (SMART) goals and objectives based on the analyzed data results. Strategies and activities along with progress monitoring plans are developed to address the areas for growth. After the development of the CDIP and CSIPs, our district leadership team and school-level leadership teams implement the plans, collect data, and at least quarterly stops to discuss as a team the status of the plan through progress monitoring/implementation and impact checks 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 23-24 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. The Curriculum framework documentation was finalized. The district is still working on developing rubrics for the curriculum framework. There was a more intentional focus on designing and implementing specially designed instruction. We plan to extend that work. All schools received gold status as Family Friendly.

Areas to inform this year's plan include: continuing to update the curriculum framework especially developing rubrics, 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.

23-24 CDIP objectives met included:

- * Teacher turnover data
- * Students with IEP - Elementary Science and High School Math;
- * Elementary and High School Climate survey results;
- * English Learner Proficiency;
- * All students - High School Reading, Math, Social Studies, and Writing;
- * Post-Secondary readiness; and
- * 5-year graduation rate.

23-24 CDIP objectives not met included:

- * Reading, Math, Science, Social Studies, and Writing at elementary and Middle school;
- * Science at the high school level;
- * Students with an IEP - Reading and Math at the elementary and middle school levels; and
- * School Safety and Climate index scores.

However, the trend data indicates an upward trend in almost all of the data from previous years.

Also, career studies standards at all levels need to be addressed in the 2024-2025 plan.

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 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, 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 are trending upwards but still need to continue to show improvement. While high school students with IEP scores improved in math, reading saw a slight decrease in the %P/D. Students with IEPs continue to score significantly below those of students without IEPs.

At the elementary level, the district saw a decrease in %P/D in Reading, Science, Social Studies, and Writing for all students. At the middle grades, the district saw a decrease in %P/D in reading and writing for all students but saw an increase in %P/D in math, science, and social studies. At the high school level, the district saw an increase in %P/D for all students in reading, math, social studies, and writing but a decrease in %P/D in reading while science stayed the same.

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.

2023-2024 Data:

All Students %P/D-

Elementary- reading - 41% in 2023 to 39% in 2024, math - 40% in 2023 to 42% in 2024, science - 30% in 2023 to 28% in 2024, social studies - 45% in 2023 to 31% in 2024, writing - 41% in 2023 to 39% 2024.

Middle - reading - 47% in 2023 to 45% in 2024, math - 47% in 2023 to 50% in 2024, science - 17% in 2023 to 25% in 2024, social studies - 34% in 2023 to 40% in 2024, 51% in 2023 to 40% in 2024.

High - reading - 44% in 2023 to 45% in 2024, math - 29% in 2023 to 41% in 2024, science - 7% in 2023 to 7% in 2024, social studies - 30% in 2023 to 45% in 2024, writing - 50% in 2023 to 55% in 2024.

Students with IEP %P/D

Elementary - 19% in 2023 to 15% in 2024, math - 15% in 2023 to 13% in 2024

Middle - reading - 13% in 2023 to 18% in 2024, math - 15% in 2023 to 25% in 2024

High - reading- 21% in 2023 to 18% in 2024, math - 14% in 2023 to 25% in 20224

English Learner Reaching Language Proficiency

3.5% in 2022, 7.4% in 2023, 15.1% in 2024

Current State

4. Describe in narrative form 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact

survey data shows that 71% of staff feel like they belong at our school.

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

Spring of 2023 KSA data:

Reading - Elementary 39.0% P/D compared to our goal of 61.5 %; Middle 45.0 % P/D compared to our goal of 69.2 %; High School data 45% P/D which was above the goal of 43.1% (a decline from the previous year).

Mathematics - Elementary 42% P/D compared to our goal of 48.4%; Middle 50% compared to our goal of 66.4%; High School 410% P/D which was above the goal of 32.1%.

Science - Elementary data 28% P/D compared to our goal of 47.1%; Middle 25.0% P/D compared to our goal of 41.7% (an increase from the previous year); High School 7.0% P/D compared to our goal of 32.5% (no change from the previous year).

Social Studies - Elementary 31.0% P/D compared to our goal of 55.5%; Middle 40.0% P/D compared to our goal of 60.8%; High School 33.5% P/D compared to our goal of 45%.

Writing - Elementary 39.0% P/D compared to our goal of 57.5%; Middle - 40.0% P/D compared to our goal of 54.1% (a decline from the previous year); High School 55% P/D compared to our goal of 53.4%.

English Language Proficiency - 15.1% of English Learners reached EL Proficiency compared to our goal of 15%.

AP Proficiency - Only 42% of students who took an AP exam earned a qualifying score. Out of 82 students who enrolled in AP courses, 3 were African American and 6 were Hispanic.

Dual Credit - Course enrollments were 556 in dual credit and 483 earned a qualifying grade of c or better which is higher than in previous years.

We have 336 students who participate in the gifted and talented program. Out of those 359 students in Gifted and Talented, only 18 are African American, 20 Hispanic/Latino, 15 - 2 or more races, and 18 students with IEPs.

State Assessment Indicators - READING/MATH - Elementary - Yellow; Middle - yellow; High School - green; Elementary - Hispanic/Economically-yellow indicator/low stats/increased; Students with Disabilities (IEP) - red/very low/declined; White - yellow/medium/maintained. Middle - Students with disabilities - orange/very low/increase; Economically Disadvantaged - orange/ medium/declined; White - green/high/increase. High School - White - green/medium/increase; Economically Disadvantaged - yellow/low/increased. Postsecondary Readiness indicator at the High School - blue/very high/increased for all students, white, and economically disadvantaged.

Beginning of the year IREADY - Reading- 66% of students scored fell within Tier 1, 15% fell within Tier 2, and 19% fell within at risk for Tier 3. Math- 68% of students scored fell within Tier 1, 18% fell within Tier 2, and 14% fell within at risk for Tier 3.

K READINESS- 60% of students are ready with interventions, 38.2% are ready, and 1.7% are Ready with Enrichment.

CAREER READINESS - .7% earned an apprenticeship, 37.8% earned through Dual Credit, 35.8% earned EOP, 29.7% earned an industry cert, and 46.6% earned more than one indicator. Only 16.2% did not meet the indicator.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly addressed these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

Areas to inform this year's plan include: continuing to update the curriculum framework especially developing rubrics, 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.

* Reading, Math, Science, Social Studies, and Writing at elementary and Middle school;

* Science at the high school level;

* Students with an IEP - Reading and Math at the elementary and middle school levels; and

* School Safety and Climate index scores.

However, the trend data indicates an upward trend in almost all of the data from previous years.

Also, career studies standards at all levels need to be addressed in the 2024-2025 plan.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

Upon review of the 23-24 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. The Curriculum framework documentation was finalized. The district is still working on developing rubrics for the curriculum framework. There was a more intentional focus on designing and implementing specially designed instruction. We plan to extend that work. All schools received gold status as Family Friendly.

- * Teacher turnover data
- * Students with IEP - Elementary Science and High School Math;
- * Elementary and High School Climate survey results;
- * English Learner Proficiency;
- * All students - High School Reading, Math, Social Studies, and Writing;
- * Post-Secondary readiness; and
- * 5-year graduation rate.

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 Processes](#)

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

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

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

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

ATTACHMENTS

Attachment Name

 WC 24-25 KCWP Template CDIP


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

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

NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

KCWP 2 and 4

Attachment Summary

Attachment Name	Description	Associated Item(s)
 WC 24-25 KCWP Template CDIP		• 7



2024-2025 Phase Two: District Safety Report_09122024_13:00

2024-2025 Phase Two: District Safety Report

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2024-2025 Phase Two: District Safety Report

District Safety Report

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

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

NWES: 8/22/24

WCHS: 7/29/2024

Safety: 05.4

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

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

yes

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

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

yes

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

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

yes

WCES: 7/29/24

WCHS 7/29/24

WCMS: 08/15/2024

NWES: 08/14/2024

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

NWES: 8/15/2024

WCES: 8/12/24

WCHS 7/15/2024

WCMS: 8/22/2024

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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2024-2025 Phase Three: The Superintendent Gap
Assurance_12172024_10:08

2024-2025 Phase Three: The Superintendent Gap Assurance

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

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2024-2025 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.**



2024-2025 Phase Three: Comprehensive District Improvement
Plan_12172024_10:07

2024-2025 Phase Three: Comprehensive District Improvement Plan

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

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2024-2025 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 required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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 Schools.

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 school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldrige, etc.).

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

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

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

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

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

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

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

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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 in

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 \(CDIP\) template](#).

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

ATTACHMENTS

Attachment Name



Washington County CDIP Goals, Objectives, and Strategies Template 24-25



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 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)
 Washington County CDIP Goals, Objectives, and Strategies Template 24-25		•
 WC CDIP Goals, Objectives, and Strategy Template 24-25		•

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Parent Engagement for Title I Schools
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate
 - Parent Engagement for Title I Schools

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

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 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.

Areas to inform this year's plan include: continuing to update the curriculum framework especially developing rubrics, 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 met only some of our accountability goals set by the state.

- * Reading, Math, Science, Social Studies, and Writing at elementary and Middle school;**
- * Science at the high school level;**
- * Students with an IEP - Reading and Math at the elementary and middle school levels**

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
KCWP 4: Review, Analyze and Apply Data Results

Indicator Scores

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

Explanations/Directions

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	59.8 64.8 61.2	-0.5 -0.7 5.4
State Assessment Results in science, social studies and writing	58.7 54.9 55.9	-4.3 2.6 7.4
English Learner Progress	NA	NA
Quality of School Climate and Safety	78.4 71.3 66.4	-0.8 0.2 3.8
Postsecondary Readiness (high schools and districts only)	97.0	3.6
Graduation Rate (high schools and districts only)	98.0	0.0

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
<p>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 assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Elementary - By spring of 2025, WC will increase the percentage of students scoring proficient/distinguished in Reading from 39% in 2024 to 66.5% and Math from 42% in 2024 to 51.2% based on the KSA/Alternate KSA.</p> <p>Middle - By spring of 2025, WC will increase the percentage of students scoring proficient/distinguished in Reading from 45% in 2024 to 70.8% and Math from 50% in 2024 to 68.2% based on the KSA/Alternate KSA.</p> <p>High School - By spring of 2025, WC will increase the percentage of students scoring proficient/distinguished in Reading from 43.1% in 2024 to 46.1% and Math from 41%</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>Quarterly - administrators will review and revise documents to ensure congruence - CAO</p>	
		<p>Teachers will implement the curriculum in accordance with the district curriculum framework documents.</p>	<p>Product-Intentional Plans/Lesson Plans, Student Achievement Data, Walk-through observations</p>	<p>Quarterly- Principals will submit a report to Principal PLC to monitor the implementation of curriculum framework as evidenced by intentional plans and walk-through data analysis.- CAO</p>	<p>Title I and Title IV; Title II - District Instructional Coach Salary</p>
		<p>District instructional coaches will provide professional learning support to teachers K-12 during PLCs.</p>	<p>Agendas, Signature Sheets, progress monitoring analysis, observation data analysis focused on the implementation of professional learning strategies, and student analysis samples,</p>	<p>Monthly during academic division team meetings the district literacy coaches will present an analysis of the current state of instruction across the district to include walk-through data and student achievement data. -CAO</p>	<p>Title I and Title IV; Title II - District Instructional Coach Salary</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</p>	<p>Data Analysis Reports (formative, summative, Iready, etc.)</p>	<p>Quarterly administrators will present an analysis of data during district principal meetings-CAO</p>	

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
in 2024 to 45% based on the KSA/Alternate KSA.		framework and identify areas needing additional support.			
		Teachers and administrators will continuously improve and implement their Family Friendly Partnership Plan in order to better support student achievement through family engagement.	Annual spring family and staff surveys on family engagement; staff/school family engagement self-assessment	Annual survey for families to provide feedback on family support and services.	Family Friendly Partnership with Prichard and NCFL; KYCL
		Schools will engage families by providing multiple learning opportunities to understand how to support their student’s learning and for families to participate in <i>decision-making and school improvement efforts</i> .	Family Participation; family feedback; Title I surveys and other surveys; agendas; products developed in partnership with families	Quarterly principals will present survey analysis reports and products to the principal PLC-CAO	Title I school/district parent engagement set aside; Title I Admin Salary
		Schools will provide summer academy opportunities focused on ELA and Math, targeting students identified as needing more support.	End of year/beginning of year interim data of students involved; pre/post assessments; survey data;	Data analysis report during the principal PLC meeting at the beginning of year. -CAO	GF; Title I/Title IV; Title II support; KCSI Grant
		100% of teachers will participate in provider-approved literacy professional development as indicated by the KYCL grant.	District literacy strategies will be implemented in classrooms across the district as evidenced in lesson plans and walk-throughs.	By June 31, 2025 , professional learning logs will be monitored by the KYCL grant coordinator and reported to district administrators.-CAO	Literacy Coach salary - KYCL grant

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</p> <p>Elementary - By spring of 2025, Washington County Schools will increase the percentage of students scoring proficient/distinguished in Science from 28% in 2024 to 50% based on the KSA/Alternate KSA.</p> <p>Middle - By spring of 2025, Washington County Schools will increase the percentage of students scoring proficient/distinguished in Science from 25% in 2024 to 44.8% based on the KSA/Alternate KSA.</p> <p>High School - By spring of 2025, Washington County Schools will increase the percentage of students scoring proficient/distinguished in Science from 7% in 2024 to 36% based on the KSA/Alternate KSA.</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>Quarterly - administrators will review and revise documents to ensure congruence - CAO</p>	
		<p>Teachers will implement the curriculum in accordance with the district curriculum framework documents.</p>	<p>Product-Intentional Plans/Lesson Plans, Student Achievement Data, Walk-through observations</p>	<p>Quarterly- Principals will submit a report to Principal PLC to monitor the implementation of curriculum framework as evidenced by intentional plans and walk-through data analysis.- CAO</p>	<p>Title I and Title IV; Title II - District Instructional Coach Salary</p>
		<p>District instructional coaches will provide professional learning support to teachers K-12 during PLCs.</p>	<p>Agendas, Signature Sheets, progress monitoring analysis, observation data analysis focused on the implementation of professional learning strategies, and student analysis samples,</p>	<p>Monthly during academic division team meetings the district literacy coaches will present an analysis of the current state of instruction across the district to include walk-through data and student achievement data. -CAO</p>	<p>Title I and Title IV; Title II - District Instructional Coach Salary</p>
		<p>District administrators will analyze assessment data as well as walk-through data to determine levels of student achievement</p>	<p>Data Analysis Reports (formative, summative, lready, etc.)</p>	<p>Quarterly administrators will present an analysis of data during district principal meetings-CAO</p>	

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Elementary - By spring of 2025, WC will increase the percentage of students scoring proficient/distinguished in Social Studies from 31% in 2024 to 57.9% based on the KSA/Alternate KSA. Middle - By spring of 2025, WC will increase the percentage of students scoring proficient/distinguished in Social Studies from 40% in 2024 to 62.9% based on the KSA/Alternate KSA. High School - By spring of 2025, WC will increase the percentage of students scoring proficient/distinguished in Social Studies from 45% in 2024 to 50% based on the KSA/Alternate KSA. Objective 3 Elementary - By spring of 2025, WC will increase the percentage of students</p>		<p>based on the district curriculum framework and identify areas needing additional support.</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>Annual survey for families to provide feedback on family support 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>Quarterly principals will present survey analysis reports and products to the principal PLC-CAO</p>	<p>Title I school/district parent engagement set aside; Title I Admin Salary</p>
		<p>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 the beginning of the year. -CAO</p>	<p>GF; Title I/Title IV; Title II support; KCSI Grant</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>By June 31, 2025, professional learning logs will be monitored by the KYCL grant coordinator and reported to district administrators.-CAO</p>	<p>Literacy Coach salary - KYCL grant</p>

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
scoring proficient/distinguished in Combined Writing from 39% in 2024 to 59.7% based on the KSA/Alternate KSA. Middle - By spring of 2025, WC will increase the percentage of students scoring proficient/distinguished in Combined Writing from 41% in 2024 to 43% based on the KSA/Alternate KSA. High School - By spring of 2025, WC will increase the percentage of students scoring proficient/distinguished in Combined Writing from 58% in 2024 to 60% based on the KSA/Alternate KSA.					

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>Objective 1</p> <p>Elementary - By spring of 2025, WC will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Reading to 49.8% based on the KSA/Alternate KSA.</p> <p>Middle - By spring of 2025, WC will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Reading from 18% in 2024 to 41.1% based on the KSA/Alternate KSA.</p> <p>High School - By spring of 2025, WC will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Reading to 25.6% based on the KSA/Alternate KSA.</p> <p>Objective 2</p> <p>Elementary - By spring of 2025, WC school will increase the percentage of students with disabilities (IEP)s scoring proficient/distinguished in Math to 27.4% based on the KSA/Alternate KSA.</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.</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>Quarterly Instructional support team reports/Director of Special Education and Assistant Director of Special Education</p> <p>Professional learning agendas, offerings, and observation data focused on the implementation of the professional learning/ Director of Special Education and Assistant Director of Special Education</p>	<p>Title IV; Title II 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>Monthly principal reports to district administrator team meetings/Principals and DoSE</p>	
		<p>Inventory of Literacy and Math 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>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Middle- By spring of 2025, WC school will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Math to 37.8% based on the KSA/Alternate KSA.</p> <p>High School - By spring of 2025, WC school will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished in Math to 18.2% 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 2025, WC school will increase the proficiency rate from 70.4% in 2024 to 75% of English Learners 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 focus 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>Quarterly report during principal PLC meeting - Starts Spring/summer 2024 - CAO</p>	<p>Title IV; Title II; Title III, and Title I; 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>Quarterly report during principal PLC meeting - Starts Spring/summer 2024 - CAO</p>	<p>Title IV; Title II; 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 ELL students and families</p>	<p>EL family participation; surveys; interim performance scores; PSP reports</p>	<p>Quarterly 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 proficiency</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 IV; Title II - Professional</p>

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			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 **71.1%** in 2022 to **76.8%** in 2027, **Climate Index Score for Middle** from **74%** in 2022 to **79.2%** in 2027 AND **Safety Index Score** from **68%** in 2022 to **74.4%** in 2027 and **Climate Index Score High School** from **62.5%** in 2022 to **70%** in 2027 AND **Safety Index Score** from **58.7%** 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>Elementary - By spring of 2025, WC school will increase the Climate Index Score from 81.1% in 2024 to 82% based on the results from the Quality of School Climate and Safety Survey.</p> <p>Middle - By spring of 2025, WC school will increase the Climate Index Score from 73.9% in 2024 to 79.2% based on the results from the Quality of School Climate and Safety Survey.</p> <p>High School - By spring of 2025, WC school will increase the Climate Index Score from 68.4% in 2024 to 70% 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>Engagement in Equity Playbook and Engage to Learn, including individual coaching for identified administrator and teacher leads.</p>	<p>Behavioral Data</p> <p>Professional learning on equity in partnership with KDE Equity Playbook</p>	<p>Quarterly reports during principal meetings -DoSE/DEIB</p> <p>Quarterly reports during principal/district leadership meetings–DoSE/DEIB</p> <p>Equity Leadership Team meeting agendas</p>	<p>Title IV; Title II - Commander Ready salary</p>
<p>Objective 2</p> <p>Elementary - By spring of 2025, WC will increase the Safety Index Score from 75.7% in 2024 to 76.8% based on the results from the</p>		<p>School resource officers will support and provide professional learning opportunities to schools, students, and families focused on the safety of our students. The SRO will build relationships with students, families, and staff.</p>	<p>Behavioral Data; student, staff, family, and community surveys; community trend data; KIP survey results</p>	<p>Quarterly reports during administrators meetings - Asst Sup</p>	<p>Title IV - SRO salary support</p>

Goal 5 (State your climate and safety goal.): By spring of 2027, **Washington County Schools** will increase the **Climate Index Score for Elementary** from **77.5%** in 2022 to **82%** in 2027 AND **Safety Index Score** from **71.0%** 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>Quality of School Climate and Safety Survey.</p> <p>Middle - By spring of 2025, WC will increase the Safety Index Score from 68.7% in 2024 to 74.4% based on the results from the Quality of School Climate and Safety Survey.</p> <p>High School - By spring of 2025, WC will increase the Safety Index Score from 64.4% in 2024 to 66.96% based on the results from the Quality of School Climate and Safety Survey.</p>					

6: Postsecondary Readiness (High School Only)

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 2025, WC will maintain Postsecondary Readiness Rate with High Demand Bonus at 97% based on graduating seniors who obtained one type of readiness score (Academic/Career)</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>Quarterly postsecondary readiness team reports provided to district administration teams - CAO</p>	<p>Title I for family engagement activities; Title I Admin Salary</p>
		<p>Develop a district graduate profile with benchmarks across grade levels</p>	<p>Student data reports; monitoring of implementation reports; deeper learning reports; graduate profile document; L3work</p>	<p>Quarterly reports during principal meetings - CAO</p>	
		<p>Monitoring of 9-12th grades academic/career readiness data (act/kyote benchmarks, dual credit/CTE dual credit, EOP, industry certs, AP, Alt TAR/CWEC data, apprenticeship/internship/work-based learning)</p>	<p>Increase the number of students meeting postsecondary readiness data</p>	<p>Monthly postsecondary readiness team reports provided to district administration teams - CAO</p>	
		<p>Administrators will establish and implement a curriculum framework which includes the KY Academic Standards - Career Studies and the essential workplace ethics program required by KRS 158.1413</p>	<p>Product - curriculum framework (pacing guides, standards-based units, assessments with blueprints, Deeper Learning, and rubrics)</p>	<p>Quarterly - administrators will review and revise documents to ensure congruence as well as report on implementation -CAO</p>	<p>Elementary/Middle - Title IV; Title II 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, assessments with</p>	<p>Quarterly - administrators will review and revise documents to ensure congruence - CAO</p>	

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
			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	Quarterly - Principals will submit a report to Principal PLC to monitor the implementation of curriculum framework as evidenced by intentional plans and walk-through data analysis.- CAO	Title I and Title IV; Title II - District Instructional Coach Salary
		District instructional coaches will provide professional learning support to teachers K-12 during PLCs.	Agendas, Signature Sheets, progress monitoring analysis, observation data analysis focused on the implementation of professional learning strategies, and student analysis samples,	Monthly during academic division team meetings the district literacy coaches will present an analysis of the current state of instruction across the district to include walk-through data and student achievement data. -CAO	Title I and Title IV; Title II - District Instructional Coach Salary
		District administrators will analyze CTE assessment data as well as walk-through data to determine levels of student achievement based on the district curriculum framework and identify areas needing additional support.	Data Analysis Reports	Quarterly administrators will present an analysis of data during district principal meetings-CAO	
		100% of teachers will participate in provider approved literacy professional development as indicated by the KYCL grant.	District literacy strategies will be implemented in classrooms across the district as evidenced in lesson plans and walk-throughs.	By June 31, 2025 , professional learning logs will be monitored by the KYCL grant coordinator and reported to district administrators.-CAO	Literacy Coach salary - KYCL grant

7: Graduation Rate (High School Only)

Goal 7 (State your graduation 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 2025, WC will sustain the 4-year Graduation Rate at 99.3% and 5-year Graduation Rate at 96.7% 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>Quarterly High School and CA reports on student credit recovery progress - Assistant Superintendent</p>	<p>Title IV; Title II alternative school credit recovery online supplemental program support</p>
		<p>Monitoring/tracking students at risk of not meeting graduation requirements and providing individualized supports to students</p>	<p>Graduation tracking reports; individual student plans</p>	<p>Quarterly High School and CA reports on students at risk of not meeting graduation requirements -Assistant Superintendent</p>	
		<p>Dropout 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>

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
		Mental health awareness for at-risk students – students who are at risk may be referred to the Communicare counselor or HKC counselors who are available daily in our school. Students may be referred by teachers, admin, YSC or counselors.	Decrease in triggering events, increase in attendance and achievement.	Monthly progress meetings with YSC, Communicare counselor, admin. and guidance counselors.	
		APEX (online learning platform) will supplement and support activities for students needing credit recovery options.	Monitoring of lesson completion in APEX.	Mid-term and at the end of each grading term, bi-weekly progress monitoring of course completion. As monitored by admin., counselors.	Apex – Title IV; Title II

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 2025, WC will decrease the teacher turnover data from 18.6% in 2024 to 15% 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	Yearly review of the data - CAO	Title IV; Title II funding
		Early Career Cadre-Supports teachers in years 1-3 of their career by providing personalized professional learning, support, and coaching. Monthly meetings and		Monthly principal report on professional progress and needs assessment of new teachers.	

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
		capstone projects to support teacher growth.			

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 2025, WC will implement year 3 commitments according to the WC SLP.	Washington County Strategic Leadership Plan	Refer to activities indicated on SLP	implementation of the commitments identified on the SLP	Bi-Annually - CAO	Title IV; Title II funding