



## 2022-23 Phase One: WVISD Executive Summary for Districts

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**Walton-Verona Independent**

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## 2022-23 Phase One: Executive Summary for Districts

### Description of the District

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

The Walton-Verona Independent School District (WVISD) is a public school district located 20 minutes south of the Ohio River in Northern Kentucky. The WVISD is located approximately twenty minutes south of Cincinnati, Ohio, one hour north of Lexington, Kentucky, and ninety minutes east of Louisville, Kentucky. With an annual budget of approximately \$17.5 million, the WVISD provides educational programs and services to approximately 1,900 students. The school district covers approximately 26 square miles. In terms of geography and development, the district is somewhat diverse. The Verona section of the district is fairly rural with only a few small developments and significant portions of farmland. The Walton section of the district is more suburban with multiple subdivisions that are rapidly expanding. The WVISD is one of two public school districts within Boone County, the other being Boone County Public Schools, which is the third largest district in Kentucky. The WVISD is experiencing rapid growth and change. Due to our large geographic footprint, we have room to grow and this is exactly what is happening. Our student population has doubled in size during the past 20 years, and our rate of growth appears to be accelerating. In addition, our demographics are changing. In 2001, the WVISD had approximately 5% of its students qualifying for Free/Reduced price lunches. But, in 2021 the percentage of students who qualify for free/reduced price lunches has grown to approximately 40%. This rapid growth and changing demographic profile is one of our defining characteristics.

### District's Purpose

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

The mission of the Walton-Verona Independent Schools is to prepare our students for life through academics, extracurricular activities, and community engagement while continuing our tradition of excellence. Our vision is to be a world-class school district balancing tradition with innovation. The values we hold as important and noteworthy are honesty, accountability, integrity, respect, excellence, and teamwork. The district has identified five foundational elements for the academic success of our students: student excellence, workforce excellence, financial excellence, infrastructure excellence, and internal processes excellence. Without attaining excellence in each of the five areas, our chances of attaining academic success are decreased. Accordingly, we have established an overarching goal in each of these foundation areas, along with specific, measurable, aligned, realistic, and time-bound objectives which will be evaluated regularly, and reviewed for progress and performance. Action plans have been established for each objective

which will further detail specific actions to be taken and timetables to be met to accomplish the plan. Walton-Verona's Tradition of Excellence begins in the classroom and extends to the entire community. Our principals and teachers will be leading the way to continue our vision in the delivery of world-class instruction in a world-class learning environment. A reciprocal network of support honors the past while focusing on preparation for the future. WVUSD is guided toward our future and helps shape our decisions in direction and resource allocation. This is our foundation for all important decisions regarding the district's performance and direction.

### Notable Achievements and Areas of Improvement

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

The WVUSD is consistently ranked among the top school districts in Kentucky. Our school district provides students with a highly recognized academic programs, and award-winning arts program, and championship athletic teams. Recently WVHS was noted as one of the top 3 high schools in the state. In the new accountability system WVHS earned a green rating and missed Blue by .1% and the Middle school earned a blue rating. . In 2018, the WVUSD was recognized by the Kentucky Department of Education for energy efficiency, and was ranked as the 4th most energy efficient district in Kentucky. In addition, average daily attendance (ADA) rankings put the WVUSD as 8th in the state.

### Additional Information

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

Our middle school received a federal classification of TSI for our SPED subgroup. This has brought our attention to monitoring our academic RTI program, revamping how we determine the placement of students within the program will help us streamline and integrate services with RTI and SPED programs.

We will have vetted, through What Works Clearinghouse, an introduction to providing reading interventions for students in grades 4-9 , using 4 specific evidence-based recommendations. Each recommendation includes instructional practices

Recomendation1: Build students' decoding skills so they can read complex multisyllabic words.

How to carry out the recommendation:

1. Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations.

2. Teach students a routine they can use to decode multisyllabic words. Explicitly teach the routine

3. Embed spelling instruction in the lesson

4. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly

How to carry out the recommendation

1. Provide a purpose for each repeated reading

2. Focus some instructional time on reading with prosody.

3. Regularly provide opportunities for student to read a wide range of texts.

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text

Parts of recommendation 3

Part A: Build students' world and word knowledge so they can make sense of the text

Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part C: Teach students a routine for determining the gist of a short section of text

Part D: Teach students to monitor their comprehension as they read

How to Carry out Part A

1. Develop world knowledge that is relevant for making sense of the passage

2. Teach the meaning of a few words that are essential for understanding the passage

3. Teach students how to derive meanings of unknown words using context

4. Teach prefixes and suffixes to help students derive meanings of words

5. Teach the meaning of Latin and Greek roots

How to carry out Part B of the recommendation

1. Explicitly teach students how to find and justify answers to different types of questions

2. Provide ample opportunities for students to collaboratively answer questions
3. Teach students to ask questions about the text while reading

How to carry out the recommendation for Part C

1. Model how to use a routine to generate gist statements
2. Teach students how to use text structures to generate gist statements.
3. Work collaboratively with students to generate gist statements

How to carry out Part D

1. Help students determine when they do not understand the text
2. Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about
3. Provide opportunities for students to reflect on what they have learned.

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information

How to carry out the recommendation

1. Prepare for the lesson by carefully selecting appropriate stretch texts, choosing points to stop for discussion and clarification, and identifying words to teach
2. Provide significant support as the group works through a stretch text together
3. After students demonstrate comfort with reading stretch texts with the group, provide students with electronic supports to use when independently reading stretch text to assist with the pronunciation of difficult words and word meanings.

We will be utilizing the following recommendations from the What Works Clearinghouse evidence-based support for Math instructions

Recommendation 1: Provide systematic instruction during the intervention to develop student understanding of mathematical ideas.

How to carry out the recommendation

1. Review and integrate previously learned content throughout the intervention to ensure that students maintain an understanding of concepts and procedures.
2. When introducing new concepts and procedures, use accessible numbers to support learning.
3. Sequence instruction so the mathematics students are learning builds incrementally

#### 4. Provide visual and verbal supports

#### 5. Provide immediate, supportive feedback to students to address any misunderstandings

Recommendation 2: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts

How to carry out the recommendation

1. Routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning
2. Use clear concise and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words
3. Support students in using mathematically precise language during their verbal and written explanations of their problem-solving.

Recommendation 3: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures

How to carry out the recommendation

1. Provide students with concrete and semi-concrete representations that effectively represent the concept or procedure being covered.
2. When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations.
3. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools."
4. Visit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas.

Recommendation 4: Use the number line to facilitate the learning of mathematical concepts and procedures, build an understanding of grade-level material, and prepare students for advanced mathematics

How to carry out the recommendations:

1. Represent whole numbers, fractions, and decimals on a number line to build students' understanding of the numerical magnitude
2. Compare numbers and determine their relative magnitude using a number line to help students understand quantity.

Recommendation 5: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

How to carry out the recommendation

1. Teach students to identify word problem types that include the same type of action or event.
2. Teach students a solution method for solving each problem type
3. Expand student's ability to identify relevant information in word problems by presenting problem information differently
4. Teach vocabulary or language often used in word problems to help students understand the problem
5. Include a mix of previously and newly learned problem types throughout the intervention.

Meetings will be established on a biweekly basis to discuss the previously mentioned strategies to be observed in the classrooms between sped teachers, interventionists, and regular education teachers among all students. Walkthroughs and full observations will be completed with prompt feedback for the teachers. Discussion of teaching strategy expectations will be clearly relayed .

#### Additional Information

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

1.N/A



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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