



# **Comprehensive School Improvement Plan**

**Waggener High School**  
**Jefferson County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

## Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Waggener School Equity Diagnostic 16.17

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

The school data on the attached chart is eye-opening of a few trends occurring at Waggener High School. Most simply put, the school is servicing a student body that is becoming more and more diverse with a teaching staff that is gaining more experience. Waggener is a majority minority school with 68% of its student population classified as minority. Additionally, the English Language Learner population has increased significantly in recent years with Waggener now serving as home to 156 ELL students, comprising 18% of the school's overall population. The experience of the school's teaching staff has swung dramatically in recent years. When Waggener entered Priority classification 5 years ago and restaffed, a large majority of the school's teachers had less than 4 years experience in the field. Waggener has made the journey out of Priority classification, and we have retained many of the initial teachers. Teacher turnover has been low at Waggener in recent years, resulting in 85% of the current teaching staff now having 4 or more years experience in the teaching profession. A TELL survey indicator regarding professional development was chosen as the self-selected indicator because it is imperative that Waggener's growing experienced teaching force is equipped with the skills to meet the needs of our increasingly diverse population.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Major barriers identified are building efficacy with new to 3rd year teachers. Specifically, the school recognizes the need for a special plan for teachers who have entered the profession via an alternative certification program. Many supports are in place for first year teachers and teachers new to the building through the school's New Teacher Induction program and the school's New Teacher Mentor/Coach. However, more needs to be done to support second and third year teachers as they continue to navigate the field. School leadership intends to address this need through implementation of an Instructional Coaching model. Ten teachers with 1-3 years teaching experience have been paired with an in-house instructional coach for the 2016-2017 school year. Each pair completes a coach-teach, co-teach, mentee-teach cycle each semester. The coach works with the teacher to co-plan lessons, devise instructional goals, and analyze student performance data.



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Additionally, staffing poses a huge barrier. Waggener has experienced a significant growth in enrollment, and enrollment numbers are often difficult to accurately project, resulting in a need for additional staff at the beginning of the school year. There is limited access to high quality, certified candidates to staff these new positions and fill vacancies when they arise. These vacancies often occur at inopportune times (i.e. mid-year) when the transfer process has expired and no pool of qualified candidates exists. Although the school's performance has improved dramatically in recent years helping to positively change the perception of the school, it is still a struggle to attract experienced teachers to the recently exited Priority setting.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Waggener School Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

### **Goal 1:**

During the 2016-2017 school year, Waggener High School will fully implement the Professional Growth and Effectiveness System (PGES). Using the baseline data from the 2015-2016 school year, targets set for the 2016-2017 school year.

### **Measurable Objective 1:**

collaborate to achieve 100% of teaching staff with awareness and understanding of the PGES components and evaluation process by 12/15/2017 as measured by surveys and other checks of understanding after professional development activities..

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### Strategy1:

Teacher Evaluation - All teachers at Waggener High School will be evaluated under the PGES components throughout the school year's observation cycle.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson

Activity - Teacher Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will script all formal observations of all teachers at Waggener High School. Evidence from the lesson scripts will be linked to PGES components.	Professional Learning	08/08/2016	12/15/2017	\$0 - No Funding Required	Administration: Hitchings, Bates, Ammerman to conduct teacher observations, closely aligned with the PGES format.

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided feedback from classroom observations that contain evidence linked to the PGES components. Teachers will utilize the evaluation rubric and collaborate with their evaluator to assign themselves Ineffective, Developing, Accomplished, or Exemplary ratings.	Professional Learning	08/08/2016	12/15/2017	\$0 - No Funding Required	Administration: Hitchings, Bates, Ammerman to employ teacher evaluation practices aligned with the PGES framework.

### Strategy2:

Teacher Professional Growth Plan (PGP) Completion - All teachers at Waggener High School will collaborate with their evaluating administrator to create a PGP containing both a teacher professional growth goal and a student growth goal.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson

Activity - PGP Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at Waggener High School will receive training on the PGES components and characteristics of a PGP in the PGES format. Teachers will submit drafts of their PGP to their evaluating administrator for review.	Professional Learning	08/08/2016	12/15/2017	\$0 - No Funding Required	Administration: Hitchings, Bates, Ammerman will review the growth plans of all teachers on their respective evaluation list.

Activity - PGP Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After submission of their PGP, all teachers will meet with their evaluating administrator to revise their growth plan as needed, ensuring that all characteristics of the professional goal and student growth goal have been met. Teachers will continue to revisit and revise their PGPs with feedback from evaluators throughout the school year.	Professional Learning	10/07/2016	12/15/2017	\$0 - No Funding Required	Administration: Hitchings, Bates, Ammerman to revise and monitor PGPs of all teachers on their respective evaluation lists.



## **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

- Sarah Hitchings, Principal
- Jeremy Anderson, Goal Clarity Coach
- Andrew Thomas, Guidance Counselor
- Adam Etienne, College Access Resource Teacher
- Chesney West, Building Assessment Coordinator
- Carrie Carden, ECE Consulting Teacher
- Brian Bowles, SBDM Teacher
- Beth Kuhnell, SBDM Teacher
- Justin Woods, SBDM Teacher
- Silisia Moses, SBDM Parent
- Remitha Jones, SBDM Parent

## Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

## Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice



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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

## Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 2.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## Reflection

### Reflect upon your responses to each of the Missing Piece objectives.

#### Relationship Building

While parent feedback regarding opportunities for engagement has remained positive, parent attendance and involvement in school events has remained persistently low. As a result, we have worked to engage parents and stakeholders in a variety of ways. We have conducted numerous parent nights, consistently offered parent teacher conferences throughout the year, and worked to build a PTO. In an effort to improve attendance and cater to the needs of our families, we have also sought parent feedback through several different surveys. As with event attendance, parent response rates on these surveys are traditionally low and unrepresentative of the students we serve. Therefore, building relationships with stakeholders has been a focus for the staff at Waggener.

As indicated by parents that completed the survey, Waggener is perceived as a friendly place to be and stakeholders feel welcomed when they are in the building. Building from this idea, Waggener staff is attempting to gain more parental involvement by continuing to develop better school - parent relationships. We've begun to diversify our approach and brainstorm new ways to reach out. Specifically, we plan to reach out to our satellite areas to provide more opportunities to build these positive relationships. We will be reaching out to these parents in a variety of ways. Through the GSIPL program, parents and students will be able to register and attend school orientation meetings in their geographic area.

Additionally, as transportation across town has presented a barrier to our parents, we are extending opportunities to build relationships through the offering of transportation. For both our parent night and parent teacher conference events, we will be providing a shuttle from our satellite area to the Waggener campus. We are also utilizing the small base of currently involved parents to aid in the relationship building process. This process is being carried out through our school's PTO. In essence, the newly created PTO is working alongside school staff to reach out to additional parents who may be interested in supporting the school in various ways.

#### Communications

Another way Waggener is attempting to improve parental involvement and attendance at school functions is through more effective communication. In doing so, we are attempting to go above and beyond to inform parents about programs, initiatives, and student progress. In addition to providing students report cards at school, we mail student report cards home. We not only mail items to advertise events, but we are now calling households to verbally invite them to come to school events. We have also looked to social media to improve communications to our parents. We consistently utilize twitter, an updated school website, and Infinite Campus communication tools to inform parents of events, academic performance, and other school related happenings. Overall, due to the low parent response, the communication feedback we receive is used for some discussion, but does not have a major impact because it doesn't tend to be representative of the group.

#### Decision Making

While Waggener has made progress in providing opportunities for parents to come to the school and participate, train, learn, or visit, we still struggle to sustain consistent participation in school decision making. We try to offer events and meetings at a range of times at, at the convenience of volunteers. Flexibility helps, but has not remedied the situation. However, the opportunities to partner exist. We have worked extensively to improve the participation rate and involvement level of our school PTO. As a result of these efforts, our school PTO is larger and more present than ever. Further, we have worked to recruit parents who have the time and willingness to contribute to the PTO on an ongoing basis. We hope these efforts will result in more sustainable and consistent involvement in this area.

### Advocacy

After reviewing evidence and data, we feel confident about the support and individualized attention we provide for our students. Waggener has a fully functioning advisory program (CAT time) that improves with each year of implementation. Students see their mentor twice a week in a group of 14 or less. Waggener's three tier intervention system provides support to ALL students at all levels of need. We have support and retired staff that work with our students in special populations to provide added support with parent meetings, IEP updates, and ensuring student participation on their ILPs. We have also added several additional support positions such as an ECE resource teacher, a mental health counselor, university counseling interns, and an attorney from the Legal Aid office to assist both parents and students in legal matters. Student behavior and attendance data is consistently tracked through our school's student support team. This team, meeting monthly, identifies and works with our 911 students in an effort to get them back on track. Often, this team conducts home visits and stakeholder conferences in carrying out these goals. We monitor student performance in each course on a weekly basis. This formative work is reviewed in weekly PLC team meetings to make decisions about students who need intervention and at what level. Administration is involved to offer resources, advice, and to communicate results to other building leaders and service providers. Our challenge still remains with parent involvement. Our conference attendance is generally low, and teachers often struggle to get parents to come to the school for meetings. As mentioned above, we are engaging in more off-site opportunities and transportation in an attempt to improve involvement in this area.

### Learning Opportunities

Jefferson County and the 15th district PTSA offer a plethora of training, informational sessions, and town meetings to reach out to parents and the community. In addition, we host activities at the school to inform parents about college readiness, financial aid, student support services, tutoring, and individual conferencing. Generally, these occur during our Open Houses and Parent Nights. Again, to provide more holistic services to more of our parents and students, we are addressing this issue by providing transportation to and from these events. What we seem to be missing is the offsite, community based, opportunities that would engage parents in more meaningful ways. Again, because we have such a wide geographical area to cover, it can be difficult to select spaces and community groups that would satisfy parent needs and increase participation.

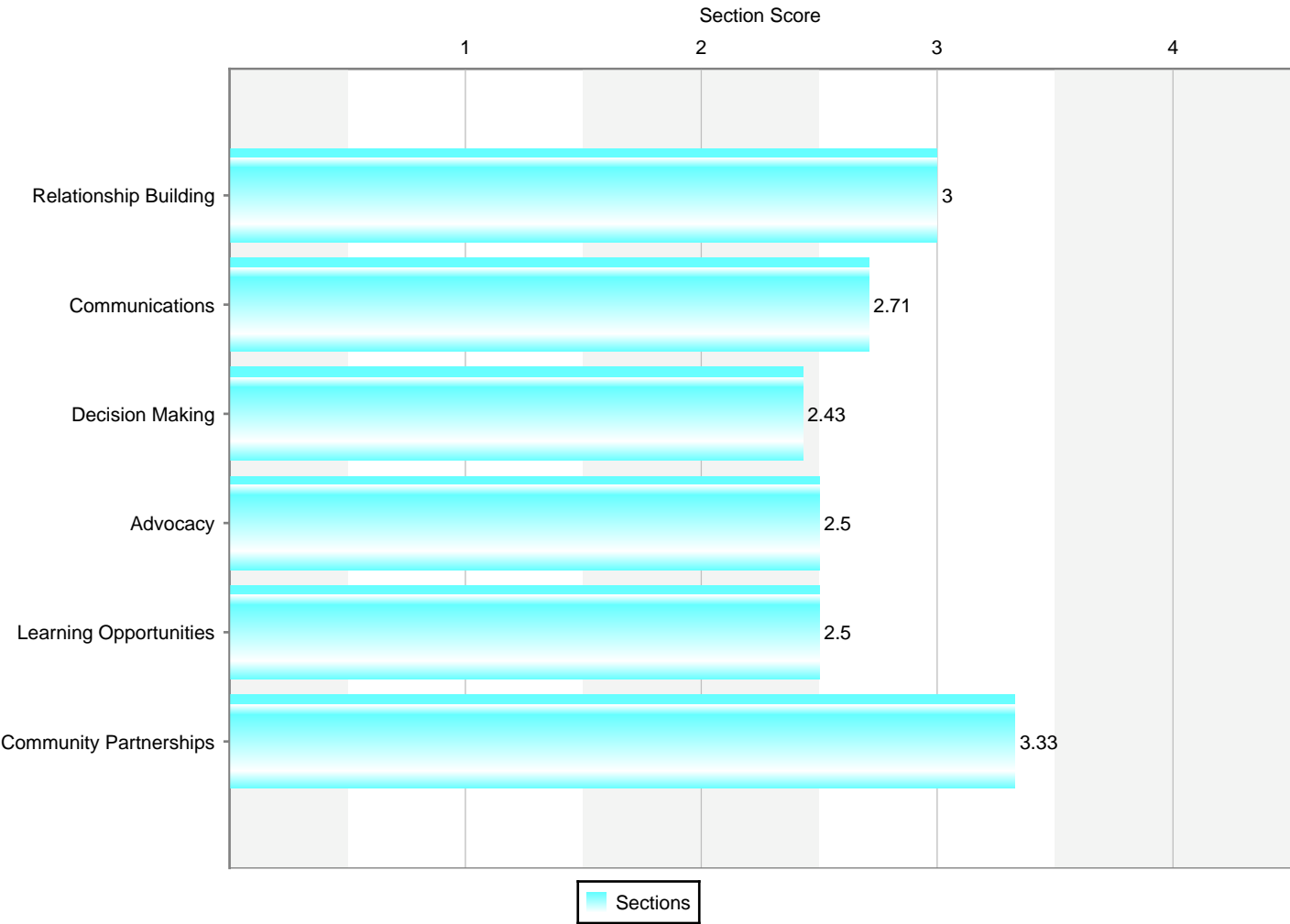
### Community Partnerships

Community partnerships are where we are most successful. Our school's career theme is Medical, Allied Health and the Environment. We have business partnerships, and councils, that include Norton, Jewish, and Baptist East employees and administrators. Our hospital partners provide training to staff, work with students, donate equipment, and offer input on curriculum. In addition, we have other private health providers in St. Matthews that work with our students as speakers or provide shadowing experiences. Two of our local churches, Harvey Brown and St. Matthews United Methodist Church (SMU), provide meals to student athletes, space for extra-curricular activities, mentoring, and more. Agents from Junior Achievement, KYA, and YPAL provide student leadership training, reduced or free student conference attendance, Reality Store, college application support, and mentoring. In addition, corporate sponsors have reached out to help sponsor activities, new equipment, anti-bullying programs, and student recognition. Finally, we are beginning to see our alumni reach out to assist us with improvement efforts at the school, even building an Alumni room to host alumni before and during events at Waggener.



Report Summary

Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Due to time constraints and issues of capacity, Waggener did not seek the meaningful involvement of internal and external stakeholders during the development of an improvement plan during the first year of turnaround. However, in following years, we have successfully engaged a broad swath of stakeholders, thus allowing us to collaboratively develop an improvement plan focused on the contextually specific needs of our diverse school community.

The process for selection was multifaceted, as we: (a) solicited potential participants via volunteer forms sent home to each parent and community stakeholder; (b) empowered the parent liaison on the SBDM committee to solicit volunteers; and (c) made a more purposeful effort to approach stakeholders during school hours and during after-hours events. After agreeing to serve on the improvement plan committee, external stakeholders were allowed to self-select the roles in which they felt comfortable serving. The Waggener staff consistently held improvement plan meetings at times when external stakeholders could be present.

The 2012-2013 improvement plan was deconstructed and presented to the Instructional Leadership Team (ILT) as a graphic representation of all the goals, objectives, strategies, and activities contained within the plan. The ILT then worked collaboratively to revise the goals in each member's specific area and eliminate and/or consolidate universal strategies and activities. The end product was a much more streamlined, specific improvement plan for 2013-2014. Leaders from each content area identified a deep implementation planning group (DIPP) to target and set a second improvement objective for the identified learners within each goal. The CSIP graphic was shared with all staff members throughout all stages of revisions, and all teachers received a hard copy of the visual in both the beginning stages of its creation and in its final version. This process has been followed in subsequent school years with the collaborative creation of the CSIP by ILT, review and discussion by staff, and approval by the school's Advisory SBDM Council.

Emphasis was placed on more holistic ownership of departmental goals and strategies this year with each course owning specific actions within the plan. The 2016-2017 improvement plan was presented to and recommended by the school's SBDM Advisory Council on Wednesday, Nov. 2nd, 2016.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Hitchings, Principal

Ammerman, AP

Bates, AP

Brockman, Counselor

Tackett, Counselor

Thomas, Counselor

Anderson, GCC

## Comprehensive School Improvement Plan

Waggener High School

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Etienne, CART

West, Assessment and Data Facilitator

Carden, ECE Coordinator

Powell, ILT

Howard, ILT

Johson, ILT

Kupper, ILT

Woods, ILT

Kuhnell, SBDM Teacher

Bowles, SBDM Teacher

Silsia Moses, SBDM Parent

Remitha Jones, SBDM Parent

### **Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

In the past, Waggener has done a rather poor job of communicating updates pertaining to the implementation and evaluation of the school improvement plan to external stakeholders. However, for the past three years the Waggener administrative team has made a consistent effort to communicate the implementation and evaluation of the improvement plan through a number of different venues and mediums. For instance, each time the plan is adjusted we have sent specific rationales for each change to all interested stakeholders. Additionally, each time we invite parent groups into the Waggener school building (open house, parent night) we provide written documentation of our progress toward accomplishing the goals listed within the improvement plan.

The 2012-2013 improvement plan was deconstructed and presented to the Instructional Leadership Team (ILT) as a graphic representation of all the goals, objectives, strategies, and activities contained within the plan. The ILT then worked collaboratively to revise the goals in each member's specific area and eliminate and/or consolidate universal strategies and activities. The end product was a much more streamlined, specific improvement plan for 2013-2014. Leaders from each content area identified a deep implementation planning group (DIPP) to target and set a second improvement objective for the identified learners within each goal. The CSIP graphic was shared with all staff members throughout all stages of revisions, and all teachers received a hard copy of the visual in both the beginning stages of its creation and in its final version. This collaborative process was again modeled and followed in subsequent school years. Though we recognize our need to more frequently communicate this work, we fully understand the importance of such activities and have made it a priority to evaluate the effectiveness of our communicative efforts, and are looking to identify strategic methods for effective communication.

## **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

First, we view this entire exercise as a critically reflective process, one that allows us to use each of the prompts provided to closely inspect the inner-workings of our turnaround efforts at Waggener High School. Therefore, the questions we seek to answer focus on how we, as a turnaround high school in a challenging context, can create sustainable and highly efficient systems to meet the diverse needs of our students and greater community. Specifically, by answering each of the prompts included within this exercise our staff was able to evaluate how each member of the Waggener school community successfully contributes to our students ability to succeed on the standardized measures of proficiency in Kentucky. Second, the data covered stakeholder perceptions, student achievement data, improvement efforts, an internal needs assessment, and an overall analysis of next steps. While we were prepared for most of the information we received, it provided us with a systematic process for reviewing our work and assessing its effectiveness. We saw many things that affirmed efforts with stakeholders, even in light of our struggles with successful buy in. We were able to celebrate positive feedback on most indicators from the majority of our staff and student body. We did not have a significant number of parent surveys returned, leaving a large number unheard. We will continue to look for better solutions to parent involvement. After reflecting on the process, we noticed that there is a need to more formally progress monitor everything we do, essentially. While we do this for some programs, we realized it is not in place for ALL systems and programs. Specific responses to data are provided throughout all diagnostics. As a team and staff, we feel we've received some clarity, and have some areas to investigate further for increased school improvement and efficiency.



## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Areas of strengths for Waggener noted through this process are:

- A clear and communicated purpose that drives spending, programming, and policy making
- A wide variety of interventions and supports for students who are not able to demonstrate learning
- A progressive approach to school policies that increases student ownership, instructional time, and focus on preparing them for college and career
- A professional development plan that provides staff with differentiated learning opportunities that directly support the school's purpose and improvement plan

The administration at Waggener will continue to keep our purpose of making ALL students college and career ready at the forefront of our work. Funding, staffing, programming and policy making all support this purpose. As new staff, students, and parents enter our doors, we will continue to inform them about our mission and expectations for student achievement, citizenship and successful transition to post secondary work. To sustain a clear purpose we need to continue with the focused effort of keeping student needs at the center of decision making. The principal along with buy-in from the leadership team and teaching staff at the 2016 Instructional Conference created the Waggener Vision 2020 with three key focus areas: instruction, intervention, and transition. Waggener Vision 2020 is constantly revisited by stakeholders to ensure adequate focus is placed on critical areas of student need.

Design of interventions has been something that we have been working with and adjusting over the last several years. As we review more data and find more efficient ways to provide targeted, differentiated, and timely supports to students, we attempt to fine-tune our tracking and evaluation of practices. While we use data to inform changes and adjustments, the need for a formal system and documented "map" of progress is crucial. We've tried several things and our interventions have evolved into a sophisticated and focused system of a daily embedded intervention period: CAT Time. CAT time is held daily during 4th period for freshmen and during 5th period for upperclassmen. Lunch is embedded into half of the non-credit hour block of time. 9th and 10th graders are placed in a Guided Study course during CAT time under the supervision of a grade level teacher who assists with study skills and time management. 11th and 12th graders enjoy a flexible schedule of various intervention and enrichment offerings and are charged with programming their time in an effort to maximize productivity, much like a post-secondary schedule.

Waggener has made significant changes to our dress code, media (BYOD), Transition Island, and grading policies over recent years. Our rationale in the beginning was to increase student buy-in, decrease distractions and negative student/teacher interactions, and increase student instructional time. Our revised dress code has reduced the number of dress code issues and referrals, and increased school spirit and positive student attitudes. Students feel their voice was heard and enjoyed having input on the policy. The new media policy was piloted in the Spring of 2013. A committee of stakeholders finalized the policy writing, and Waggener was granted a waiver from the district's code of conduct by the Board of Education in August of 2013. The policy's intent is to assist students with the mature management of devices in preparation for college and the work place. Students will have access to cell phones at work in and in the college setting. It is our responsibility to help them create positive and responsible ways to engage with technology.

In an effort to fill the gap with students who have not historically had success in a traditional classroom and for students who are in and out of the building for a variety of purposes, we have created our Transition Island program that is designed to utilize the Transition Island

curriculum as well as the Edgenuity online program to support student credit acquisition, credit recovery and remediation. Waggener's new Standards Based Grading policy was also piloted during third trimester (Feb. - June) of 2013. The Standards Based Grading policy was formally implemented at the beginning of the 2013-2014 school year. Creating a consistent, systemic, and competency centered grading system will provide student with clear learning expectations, timely feedback, ownership in their learning. Opportunities for help at every stage, and multiple chances to demonstrate proficiency of standards. In addition, teacher and student relationships will improve as a result of better expectations clarity, increased trust in the classroom culture, increased support earlier in the learning process, and a focus on specific learning targets. While we know consistent practices are positive, we want to ensure that practices and system we implement will get better results for our students and reduce the frustration of unclear learning goals and perceived irrelevance that can come from more traditional grading systems. Currently, all core content area teachers at Waggener employ standards based grading practices, and 85% of the entire teaching staff follows the school's Standards Based Grading policy.

Our professional development plan has evolved as we journeyed through and out of Priority status. We started with basic training on teacher collaboration, learning targets, and deconstruction of the new standards. Teachers have made meaning through team meetings, embedded PD, and individual workshops or sessions they chosen to attend. After a needs assessment with our Solution Tree consultant, we mapped out learning gaps in our staff and designed a PD plan for this year that allowed teacher leaders that were having success to share that with their peers. We have sessions provided by ER staff to increase efficacy in specific content areas. After receiving test scores each year, we have adjusted our plan again, to fill need we see in the assessment results of our students. We continue to use walkthrough and evaluation data to inform us on trends that need to be addressed in large or small group PD. This year, each PLC created a course-specific walkthrough form to be used by school leadership during walkthroughs. Differentiated walkthrough templates are housed on Google Drive and provide targeted, requested feedback to teachers. PD planning has recently been turned over to teacher leaders of our Professional Development Committee and Peer Visitation Team (PVT) so they have the flexibility to better meet the needs of teachers and provide differentiated opportunities following observations by peers. This teacher-led team is routinely provided release time to visit each other's classrooms and identify and discuss patterns of instructional need in an effort to improve student achievement.

Our yearly summer Instructional Conference has evolved from mainly consultant led in the early years of the turnaround effort (2012, 2013, 2014) with professional development sessions on PLCs, responsibility-centered discipline, and classroom culture/pedagogy to in-house professional development and planning. This summer's conference was led by school leadership and department chairs, digging into the work of CAT time, PLCs, and CSIP planning. Collaborative leadership is a priority of new principal, Dr. Sarah Hitchings. Each teacher at Waggener affiliates with a standing committee: Technology, Professional Development, Student Support Services, Student Leadership, Curriculum, or Positive Behavior Intervention Systems, and all committees elected teacher chairs and co-chairs. Teachers also affiliate with grade-level and content-specific PLCs.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Areas of improvement identified for Waggener through this process are:

- Despite attempts, the ability to effectively partner with parents and involve them in decision making and planning
- Meeting the needs of students with significant truancy issues
- Implementation of technology best practices

A key area of improvement would be partnering with parents to involve them in school decision-making and planning. Administration has attempted various types of outreach including phone calls, parent mailings and hosting parent nights/open houses in attempt to increase parental involvement at Waggener. These efforts have shown some progress and slight increases in involvement; however, the participation and parent engagement is nowhere near the level administration would like. The school will continue to make phone calls, send mailings and investigate other avenues of increasing stakeholder involvement at the school.

Another growth area is our ability to meet the needs of students that are excessively truant. Our student support team (SST) has many responsibilities that encompass general student supports and continuously monitors student attendance data. Our Home-School Coordinator is responsible for working with at-risk students that are habitually truant, and we also have an assistant DPP that works with the SST to coordinate referrals to truancy court. The coordination of these efforts have seen some positive trends in student attendance, but there is room for improvement. If students are not at school, they are not learning, and are not becoming college and career ready.

A lot of money and resources have been put into technology over the last couple of years with the purchase of tablets and laptops available to students, Smartboards in classrooms, upgraded wireless, and a bring your own device policy, but instructional practices have not kept up with the resources. There is definitely room for improvement with the implementation of technology instruction best practices. Technology use is still often teacher-centered and our push is to increase the student-centered aspect of technology usage. We are working with our PD committee to identify teachers that are successfully integrating technology into their instruction as well as with our district technology resource teachers to provide appropriate technology-related PD to our staff. We are also working with our PVT leadership team for opportunities to provide embedded teacher-led PD around technology. We have seen success utilizing technology in credit recovery and ACT prep and are expanding the technology-driven approach to supporting students that are struggling behaviorally by embedding Transition Island programming into our SOS/PASS program this fall.

These growth areas will continue to be the main focus of improvement at Waggener. School leadership will continue to develop programs and procedures that benefit student support and student learning, including implementation of technology best practices, increased outreach to stakeholders and providing appropriate intervention programs to support our habitually truant students. These improvements will be integral in Waggener's pursuit of "Proficient" categorization.

**Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Next steps were included in the areas of strengths and areas of growth narratives in this diagnostic.

## **Waggener CSIP 16.17**

# Overview

## Plan Name

Waggener CSIP 16.17

## Plan Description

Waggener CSIP 16.17

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students scoring proficient in reading to 66.6% by 2019.	Objectives: 3 Strategies: 6 Activities: 9	Academic	\$26804
2	Increase the percentage of students scoring proficient in writing to 62.6% by 2019.	Objectives: 2 Strategies: 7 Activities: 9	Academic	\$3000
3	Increase the percentage of students scoring proficient in math to 70.1% by 2019.	Objectives: 3 Strategies: 4 Activities: 11	Academic	\$88218
4	Increase the percentage of students scoring proficient in science to 60% by 2019	Objectives: 2 Strategies: 6 Activities: 11	Academic	\$1500
5	Increase the percentage of students reaching proficiency in social studies to 64.8% by 2019	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$0
6	Increase the graduation rate of Waggener students to 88.1% by 2017.	Objectives: 2 Strategies: 4 Activities: 11	Organizational	\$76250
7	Maintain a minimum overall score of "Proficient" on the 2016-17 Program Review	Objectives: 4 Strategies: 7 Activities: 13	Organizational	\$0
8	Increase the percentage of Waggener Twelfth grade students who are College and Career Ready to 68.8% by 2019.	Objectives: 4 Strategies: 10 Activities: 25	Academic	\$71500
9	During the 2016-2017 school year, Waggener High School will fully implement the Professional Growth and Effectiveness System (PGES). Using the baseline data from the 2015-2016 school year, targets set for the 2016-2017 school year.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
10	Instructional Resources Goal - Waggener High School will use 100% of the Instructional Resources allocation within two years to support student access to high quality resources.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

## Goal 1: Increase the percentage of students scoring proficient in reading to 66.6% by 2019.

### Measurable Objective 1:

53% of Tenth grade students will demonstrate a proficiency on common core standards in English Language Arts by 12/15/2017 as measured by EOC.

### Strategy 1:

Supplemental Reading Class - All 9th grade comprehensive students will be placed in a supplemental reading class.

Category: Learning Systems

Research Cited: Dufour, Marzano

Activity - Supplemental Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School counselors will place students in the supplemental course.	Academic Support Program	08/15/2016	12/15/2017	\$21804	Title I Schoolwide	English 2 PLC

Activity - PLC content alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align standards and learning targets to English 1 content	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English 2 PLC members

### Strategy 2:

Guided Study during CAT time for 10th grade - All 10th grade students will participate in a guided study during CAT time

Category: Learning Systems

Research Cited: DuFour

Activity - Intervention for missing targets or standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CAT time to conduct interventions for students who are missing targets or standards	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English Department

### Strategy 3:

End of Course Assessment Scrimmage - All English 2 students will participate in an End of Course Assessment (EOC) scrimmage

Category: Learning Systems



**Comprehensive School Improvement Plan**

Waggener High School

Activity - December and April EOC scrimmage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two scrimmages will be scheduled for December and April	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English PLC members

Activity - Disaggregate Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English 2 teachers will disaggregate data to inform instruction	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English 2 PLC

Activity - Individual Student Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, and district personnel will individually conference with students post-scrimmage using the debriefing tool.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English PLC and supporting administrators

**Measurable Objective 2:**

80% of All Students will increase student growth identified on the December EOC scrimmage as scoring in the high novice/low apprentice will move to proficient. in English Language Arts by 12/15/2017 as measured by December EOC scrimmage.

**(shared) Strategy 1:**

Reading Interventions during CAT time - Students will receive reading interventions during CAT time (guided study)

Category: Learning Systems

Research Cited: Hattie

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Reading Plus two days per week through the Literacy Lab 2 course (reading supplemental course).	Academic Support Program	08/15/2016	12/15/2017	\$5000	General Fund	English department

**(shared) Strategy 2:**

Targeted Guided Study Class - Identified students will be placed in targeted guided study classes.

Category: Learning Systems

Activity - Guided study conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided study teachers will conference with this group about their progress and needed standards/targets	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English PLC members

## Comprehensive School Improvement Plan

Waggener High School

### (shared) Strategy 3:

CAT time interventions for EOC skills - Students in the group will be specifically invited to CAT time intervention focused on EOC skills one day per week

Category: Learning Systems

Activity - Intervention Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design remediation/intervention lessons specifically targeted to deficiencies	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English Department

### Measurable Objective 3:

A 5% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices on Quality Core standards from 48.7 % Novice performers to no more than 43.8% Novice performers in Reading by 12/15/2017 as measured by EOC English 2.

### (shared) Strategy 1:

Reading Interventions during CAT time - Students will receive reading interventions during CAT time (guided study)

Category: Learning Systems

Research Cited: Hattie

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Reading Plus two days per week through the Literacy Lab 2 course (reading supplemental course).	Academic Support Program	08/15/2016	12/15/2017	\$5000	General Fund	English department

### (shared) Strategy 2:

Targeted Guided Study Class - Identified students will be placed in targeted guided study classes.

Category: Learning Systems

Activity - Guided study conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided study teachers will conference with this group about their progress and needed standards/targets	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English PLC members

### (shared) Strategy 3:

CAT time interventions for EOC skills - Students in the group will be specifically invited to CAT time intervention focused on EOC skills one day per week

Category: Learning Systems

Activity - Intervention Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Waggener High School

Teachers will design remediation/intervention lessons specifically targeted to deficiencies	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English Department
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**Goal 2: Increase the percentage of students scoring proficient in writing to 62.6% by 2019.****Measurable Objective 1:**

47% of Tenth and Eleventh grade students will demonstrate a proficiency in writing and language mechanics in English Language Arts by 12/15/2017 as measured by KPREP.

**Strategy 1:**

Supplemental Course for 10th grade students - All comprehensive 10th grade students will be placed in a supplemental writing course.

Category: Learning Systems

Activity - Louisville Writing Project Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th grade teachers will attend the LWP Argument Writing professional development in September and these strategies will be used when teaching this course.	Professional Learning	09/01/2016	12/15/2017	\$1500	Grant Funds	10th grade English Teachers
Activity - KPREP-style Writing Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A KREP-style writing assessment will be given every 6 weeks with interventions planned in response to the data.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English PLCs

**Strategy 2:**

Supplemental Course for 9th grade students - All comprehensive 9th grade students will be placed in a supplemental course to support writing.

Category: Learning Systems

Activity - Louisville Writing Project Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade teachers will attend the LWP professional development in September and these strategies will be used when teaching this course	Professional Learning	08/15/2016	12/15/2017	\$1500	Grant Funds	9th grade English teachers
Activity - KPREP-style Writing Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Waggener High School

A KPREP-style writing assessment will be given every 6 weeks with interventions planned in response to the data.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English PLCs
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### Strategy 3:

Cross-curricular writing rubric - A cross-curricular writing rubric will be implemented based on collaboration with a Louisville Writing Project specialist

Category: Learning Systems

Activity - Cross-curricular writing rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will provide this rubric to all content areas.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English PLCs

### Strategy 4:

Live scoring - All grade levels will participate in Live Scoring two times per year.

Category: Learning Systems

Activity - Live scoring in classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administration, and district personnel will collaborate to conduct live scoring sessions in classrooms	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English PLCs and supporting administrators

### Measurable Objective 2:

80% of Male students will demonstrate a proficiency scoring in the upper half (9-10) Apprentice category on the 2017 KREP assessment in Writing by 12/15/2017 as measured by KPREP..

### Strategy 1:

CAT time interventions - 5th period CAT time interventions

Category: Learning Systems

Activity - CAT time writing skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in this group will specifically be invited to CAT time intervention one day per week with a focus on writing skills.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English teachers

### Strategy 2:

Live scoring to support Objective 2 - Live scoring with focus on male students scoring in the upper half of apprentice category

Category: Learning Systems

## Comprehensive School Improvement Plan

Waggener High School

Activity - Live Scoring 2 times per year	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will participate in live scoring 2 times per year	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Progress will be tracked by English teachers.

### Strategy 3:

CAT time for DIPP group - DIPP group students will receive targeted CAT time interventions

Category: Learning Systems

Activity - KPREP-style Writing Assessments for DIPP group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following KPREP-style writing assessments students will receive interventions targeted on missing standards	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	English Department PLCs

## Goal 3: Increase the percentage of students scoring proficient in math to 70.1% by 2019.

### Measurable Objective 1:

52% of Eleventh grade students will demonstrate a proficiency in the common core standards in Mathematics by 12/15/2017 as measured by Algebra II EOC..

### Strategy 1:

Teacher collaboration to improve rigor - Improving assessment rigor by creating midterms and finals in PLCs

Category: Learning Systems

Research Cited: Dufour/Marzano

Activity - Create comprehensive midterm and final for Algebra 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra 1 teachers will create and implement a comprehensive midterm and final exam covering crucial standards that are vital for success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Algebra 1 PLC

Activity - Create comprehensive midterm and final for Geometry	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Geometry teachers will create and implement a comprehensive midterm and final exam covering crucial standards that are vital for success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Geometry teachers

## Comprehensive School Improvement Plan

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Activity - Create comprehensive midterm and final for junior level non algebra 2 classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior-level non algebra 2 classes will create and implement a comprehensive midterm and final exam covering crucial standards that are vital to success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Junior Level non algebra 2 teachers

Activity - Development of Mock EOC exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra 2 teachers will create and implement three mock-EOC exams that build up questions in length and review	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Algebra 2 teachers

### Strategy 2:

Flashbacks of Review Standards - Flashbacks will be in the form of warm-ups and/or exit slips, flashback Fridays, EOC reviews

Category: Learning Systems

Activity - Review warm-ups and exit slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra 1 and Geometry teachers will do intentional review warm-ups and/or exit slips	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Algebra 1 and Geometry teachers

Activity - Flashback Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra 2 teachers will implement Flashback Fridays which will cover review topics that will occur on the EOC	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Algebra 2 teachers

Activity - EOC review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra 2 teachers will provide EOC review during CAT time	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Algebra 2 teachers

### Measurable Objective 2:

45% of Tenth grade students will demonstrate a proficiency on the proficiency 4 exam from Algebra 1 and a grade of A, B, or C from the class will reach proficiency on the comprehensive final preparing them for Algebra 2 in Mathematics by 12/15/2017 as measured by the comprehensive final..

### (shared) Strategy 1:

Vertical alignment of crucial focus topics - Teachers will collaborate and PLC to align focus topics

Category: Learning Systems

Activity - Develop list of overlapping focus topics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Waggener High School

Teachers collaborate to develop a list of overlapping focus topics that reoccur across algebra 1, geometry, and algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Math Dept PLC
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Activity - Specialized Math Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will create a specialized math course for students who struggled in Algebra 1 in order to better prepare them for Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$44634	Title I Schoolwide	Counselors and Math Dept PLC

### (shared) Strategy 2:

Specialized CAT time clusters - Specialized CAT time clusters for Geometry

Category: Learning Systems

Activity - Algebra 2 practice final	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop clarity for the reasoning of placement into sessions and establish a goal of proficiency on the Algebra 2 practice final on the first day of meeting.	Academic Support Program	08/15/2016	12/15/2017	\$43584	Title I Schoolwide	Math Dept. PLC

Activity - CAT time Math intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to use CAT time as a math intervention period if they have not acquired the needed standard (s) within their math class.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Math Dept PLC

### Measurable Objective 3:

A 2% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices on Quality Core standards from 19.7% Novice performers to 17.7% Novice performers in Mathematics by 12/15/2017 as measured by Algebra 2 EOC.

### (shared) Strategy 1:

Vertical alignment of crucial focus topics - Teachers will collaborate and PLC to align focus topics

Category: Learning Systems

Activity - Develop list of overlapping focus topics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate to develop a list of overlapping focus topics that reoccur across algebra 1, geometry, and algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Math Dept PLC

Activity - Specialized Math Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Waggener High School

The school will create a specialized math course for students who struggled in Algebra 1 in order to better prepare them for Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$44634	Title I Schoolwide	Counselors and Math Dept PLC
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### (shared) Strategy 2:

Specialized CAT time clusters - Specialized CAT time clusters for Geometry

Category: Learning Systems

Activity - Algebra 2 practice final	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop clarity for the reasoning of placement into sessions and establish a goal of proficiency on the Algebra 2 practice final on the first day of meeting.	Academic Support Program	08/15/2016	12/15/2017	\$43584	Title I Schoolwide	Math Dept. PLC

Activity - CAT time Math intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to use CAT time as a math intervention period if they have not acquired the needed standard (s) within their math class.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Math Dept PLC

## Goal 4: Increase the percentage of students scoring proficient in science to 60% by 2019

### Measurable Objective 1:

42% of Eleventh grade students will demonstrate a proficiency by the end of the year in Science by 12/15/2017 as measured by the Biology EOC..

### Strategy 1:

Data Literacy - Each science content will address specific tiered levels of data needs for students as they progress in a high school science classroom.

Category: Learning Systems

Activity - Tier 1 Freshman	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman teachers will work on students with the basic interpretation of graphs, tables, and various data sets. These skills will be assessed on CFAs.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Aaron Sauter and Freshman Science PLC

Activity - Tier 2 Sophomores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomore teachers will work with students on the application of data from tables, charts, and graphs. These skills will be assessed with CFAs.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Erin Skoog and Sophomore Science PLC



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Activity - Tier 3 Juniors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior teachers will work on students with the connection of data to text. As well as the manipulation, creation, and predictive aspect of various data sets. These skills will be assessed on CFAs.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Tom Kupper and Junior Science PLC

### Strategy 2:

Reading/Writing Literacy - Each science content will address specific tiered levels of science literacy needs for students as they progress in a high school science classroom.

Category: Learning Systems

Activity - Tier 1 Freshman Reading/Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman teachers will work with students on identifying science "verbs" and organization of data from text based passages.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Aaron Sauter and Freshman Science PLC

Activity - Tier 2 Sophomore Reading/Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomore teachers will embed activities that focus on drawing conclusions from text by connecting text to data and results.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Erin Skoog and Sophomore Science PLC

Activity - Tier 3 Juniors Reading/Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior teachers will work with students on conflicting viewpoints of scientists and analyzing text and data for the validity or scientific studies.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Tom Kupper and Junior Science PLC

### Strategy 3:

CFA calibration - Calibration of science department CFA to district assessment.

Category: Learning Systems

Activity - CFA calibration and rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science department members will participate in teacher led professional development at the school level related to CFA rigor. Teachers will also work collaborate with cross content grade level team members to gain knowledge on CFA rigor.	Professional Learning	08/15/2016	12/15/2017	\$1500	Grant Funds	Science Department PLC

## Comprehensive School Improvement Plan

Waggener High School

### Measurable Objective 2:

100% of Male Black or African-American students will increase student growth with those students averaging a 1.75 to 2.25 identified as the DIPP group scoring proficient in Science by 12/15/2017 as measured by district proficiency exam.

### Strategy 1:

Targeting of students using CAT and ESS - These students will receive targeted instruction in both CAT time and ESS

Category: Learning Systems

Activity - Remediation and Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific efforts will be made to target these students for remediation and enrichment during CAT time and ESS. At the junior level this will mean encouraging students to take advantage of the 30 minute remediation offered during the week. For sophomore and juniors this will mean providing work for students or collaborating with other grade level teachers to pull students into their room during CAT time.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Science Dept PLC

### Strategy 2:

Grouping and Identification - Students will be intentionally grouped based on data to help students grow in science mastery

Category: Learning Systems

Research Cited: Shore, C.

Activity - Honors and Advanced Science Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identifying students who may be improperly placed or able to handle more advanced course work and moving them to honors or advanced science classes.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Counselors and Science Dept PLC

Activity - Differentiated Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grouping students in class (for assignments or seating arrangements) that encourages learning and challenges. Grouping students with peers that challenge students intellectually or grouping students with peers that allow them to be the leader and challenge their peers.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Science Dept PLC

### Strategy 3:

Real World Experience - Exposing students to career pathways and career fields.

Category: Learning Systems

Activity - Science careers and pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Waggener High School

Identifying career pathways and exposing students to possible careers available in scientific fields. While doing this also identifying people "who look like them" in these fields. This may be done in readings, short video clips, or guest speakers.	Community Engagement, Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Science Dept PLC
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## Goal 5: Increase the percentage of students reaching proficiency in social studies to 64.8% by 2019

**Measurable Objective 1:**

44% of Twelfth grade students will demonstrate a proficiency in the common core standards in Social Studies by 12/15/2017 as measured by U.S. History EOC..

**Strategy 1:**

Use primary and secondary source analysis weekly - Use of primary and secondary source analysis weekly to cultivate strong historical thinking skills.

Category: Learning Systems

Research Cited: Jago

Activity - Implementation of graphic organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphic organizers to analyze sources that help students identify historical context, intended audience, purpose, author's point of view, and related sources.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Social Studies Department PLC
Activity - Using multiple resources to support viewpoints	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use HIPPO at 9th grade level to analyze sources. 10th grade teachers will use document based questions to build upon the use of HIPPO in the classroom. Senior teachers will use multiple sources to create common themes, craft thesis statements, and use evidence to support the thesis statements.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Social Studies Dept PLC

**Strategy 2:**

Multiple Choice Question Practice - Use of multiple choice question practice during units to cultivate stronger standardized test taking skills

Category: Learning Systems

Activity - Multiple choice test taking strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Waggener High School

All teachers will create multiple choice tests that improve students' test taking endurance over a series of 30-40 questions under a timed environment. Students will practice test taking skills such as reading all answer choices, annotating questions, eliminating wrong answer choices, making educated guesses rather than random selections, and making best selections out of a list of possible actions.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Social Studies Department
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### Strategy 3:

Utilize literacy and vocabulary strategies - The department will utilize literacy strategies and vocabulary reinforcement during units to improve students ability to read and write effectively as social studies students.

Category: Learning Systems

Research Cited: Jago

Activity - Multiple literacy strategies to reinforce reading and writing skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple literacy strategies to reinforce reading and writing skills. (Examples: 20 literacy strategies to meet the common core template.) Teachers will emphasize vocabulary that is specific to social studies units to improve students ability to use vocabulary in their writing.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Social Studies PLC

### Measurable Objective 2:

43% of Twelfth grade Female students will demonstrate a proficiency in Social Studies in Social Studies by 12/15/2017 as measured by the U.S. History EOC..

### Strategy 1:

Increase engagement in Female Students - Utilize remediation and enrichment to increase engagement among female U.S. history students

Category: Learning Systems

Activity - Emphasis on women's history	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create lesson plans that emphasize important milestones in women's history and use sources from women's perspectives. (ex. Suffrage Movement, The Feminine Mystique, Title 9)	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Social Studies Dept PLCs

Activity - Mastery Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use mastery grading to target specific students that will attend remediation.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Social Studies Dept PLCs

## Goal 6: Increase the graduation rate of Waggener students to 88.1% by 2017.

## Comprehensive School Improvement Plan

Waggener High School

### Measurable Objective 1:

collaborate to achieve an overall graduation rate for Waggener High School students of 88.1% by 12/15/2017 as measured by State calculations..

### Strategy 1:

CAT time program - Waggener students will participate in a CAT time program during 5th period. CAT time is a time for intervention and enrichment for all students. CAT time occurs everyday and is designed to give students the opportunity to seek out help from their teachers to master skills that are lacking or to have a chance to get enrichment activities during the school day.

Category: Career Readiness Pathways

Activity - CAT time interventions for Seniors and Juniors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior and Junior level students will be requested to attend CAT time interventions by their teachers to help reach mastery of standards.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Grade and Content Level PLCs along with the school's CART teacher

Activity - Individual Post-Secondary Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of 12th grade students not passing classes will meet individually with their counselor at least once during the semester to go over progress towards graduation. These students will be instructed to attend more CAT time sessions to help pass classes.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Counselors, Christy Brockman and Mary Ann Tackett, to track caseloads through a Progress Monitoring Report.

### Strategy 2:

Grade Retention reductions - Intensive efforts will be made to decrease retention in 9th through 11th grade from previous years.

Category: Persistence to Graduation

Activity - Three Week Deficiency Notices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Waggener High School

Track the performance of all freshmen and report deficiencies to families in an effort to achieve a 95% promotion rate of rising sophomores accumulating at least 6 credits. Deficiency notices will be sent home to families of any freshman failing one of more courses each three weeks. The notices will inform families of the classes their student is currently failing and intervention opportunities available to improve performance.	Parent Involvement	08/15/2016	12/15/2017	\$250	Title I Part A	Freshman Academy teachers will report failure data to Freshman Academy AP, Kara Ammerman. Ammerman will ensure notices are mailed and will track and report the number of freshmen failures.
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Activity - Freshman Guided Study Course during CAT time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a Freshman Guided Study Course during 5th period throughout the year. Freshman Academy AP and Counselor will meet with middle school counselors of incoming ninth graders in an effort to identify students likely to struggle with the transition to high school. Identified students will be placed in a credit-bearing Freshman Guided Study course during first period to teach organizational, time-management, and study skills. Students will also work with the assistance of the course instructor and peer tutors to remediate needed learning targets and standards.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Administration and ILT to provide curriculum support. Freshman Academy teachers and PLCs.

Activity - Remedial Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Caseloads of off grade level 2nd and 3rd year students will be created and managed by counseling staff. Assigned counselors will develop remedial plans for each identified student and track progress.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	10th - 12th grade counselors, Christy Brockman and Mary Ann Tackett, to track caseloads through a Progress Monitoring Report.

Activity - HERO system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Waggener High School

The HERO positive behavior management system will be utilized to maximize learner interest and engagement.	Technology, Academic Support Program, Behavioral Support Program	08/15/2016	12/15/2017	\$10000	General Fund	Trent Bates, AP Kara Ammerman, AP, PBIS John Pedigo, Technology Committee
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### Measurable Objective 2:

collaborate to achieve an 70% graduation rate for students who do not begin their 4th year of high school on grade level by 12/16/2016 as measured by state calculations.

### Strategy 1:

Online Recovery Learning - Students will utilize computer based courses aligned with Common Core standards to recover failed course work (Edgenuity).

Category: Learning Systems

Activity - Student Recovery Plan tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor tracking of students making up courses through Student Recovery Plans in counseling office.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Counselors, Christy Brockman and Mary Ann Tackett, to report completions monthly to ILT.

Activity - Transition Island Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will enroll students missing graduation requirements in Transition Island (TI)	Academic Support Program	08/15/2016	12/15/2017	\$66000	District Funding	10th - 12th grade counselors, C. Brockman and M. Tackett.

Activity - Student Self Assessment and Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Students enrolled in online remedial courses track their own progress through daily progress checks with Transition Island Coordinator and completion logs kept in the Transition Island classroom.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Transition Island Coordinator, B. Oneill Counselors, C. Brockman and M. Tackett
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### Strategy 2:

Adult Mentoring Program - Counseling department will implement an Adult Mentoring Program to support targeted group through graduation.

Category: Persistence to Graduation

Activity - Mentor/Mentee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentor/ Mentee groups will be identified and begin meeting at least once a month during 1st and 2nd semester	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Counseling department to facilitate program.

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will meet with mentor and mentee to discuss progress towards graduation bi-weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	9th - 12th grade counselors, C. Brockman and M. Tackett

## Goal 7: Maintain a minimum overall score of "Proficient" on the 2016-17 Program Review

### Measurable Objective 1:

collaborate to maintain a score of "Proficient" on the Arts & Humanities Program Review by 12/15/2017 as measured by the State Rubric..

### Strategy 1:

Collaboration with Stakeholders - Arts & Humanities teachers will engage in consistent, intentional collaboration with a variety of stakeholders.

Category: Professional Learning & Support

Activity - Arts & Humanities standards integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

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Arts & Humanities teachers will cite specific curriculum standards from each subject where connections to the arts can be made and communicate information to core content teachers/committees in order to create an intentional arts cross-curricular connection.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Arts & Humanities teachers Sarah Hitchings Chesney West
<b>Activity - Arts Discipline Based PD</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Arts & Humanities teachers will collaborate with the Principal to propose, facilitate, and attend arts discipline based PD opportunities.	Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	Arts & Humanities Department
<b>Activity - Guest Artist Presentations</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Arts & Humanities teachers will invite guest artists to present to students in art, music, and HAVPA courses.	Community Engagement	08/15/2016	12/15/2017	\$0	No Funding Required	Arts & Humanities teachers

**Strategy 2:**

Student Artistic Independence - Arts & Humanities teachers will work to foster artistic independence among student artists.

Category: Learning Systems

<b>Activity - Peer Analysis and Evaluation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Arts & Humanities teachers will continually review and adjust teaching methods and communicate high expectations to students as a means of creating a climate where students independently analyze and evaluate peers' work and performances.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Arts & Humanities teachers
<b>Activity - Virtual Field Trips</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Arts & Humanities teachers will utilize technology to provide virtual field trips to students as a means for reflection to connect student work to professional real-world application.	Field Trip	08/15/2016	12/15/2017	\$0	No Funding Required	Arts & Humanities teachers

**Measurable Objective 2:**

collaborate to maintain a score of "Proficient" on the Practical Living and Career Studies Program Review by 12/15/2017 as measured by the State Rubric..

**Strategy 1:**

Coordinated School Health Committee - A Coordinated School Health Committee (CSHC) will be formed at Waggener and will become an active force in the school.

Category: Professional Learning & Support

SY 2016-2017

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## Comprehensive School Improvement Plan

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Activity - Health and Physical Education Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Coordinated School Health Committee (CSHC) will increase the integration of health education instruction and physical activity opportunities throughout the school environment.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Coordinated School Health Committee
Activity - Cross-disciplinary Physical Education Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Coordinated School Health Committee will ensure the physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections to meet the physical activity needs of all students.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Coordinated School Health Committee
Activity - School Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Coordinated School Health Committee will develop and implement a school level wellness policy and annually review goals and school wellness.	Policy and Process	08/15/2016	12/15/2017	\$0	No Funding Required	Coordinated School Health Committee

### Strategy 2:

Consumerism Integration - Consumerism topics will be integrated into the total school curriculum.

Category: Learning Systems

Activity - Consumerism curriculum integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consumerism topics will be incorporated into the school-wide Advisory curriculum and the Health and Wellness course curriculum.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Advisory Committee CART, Adam Etienne Health & Wellness teachers

### Measurable Objective 3:

collaborate to maintain a score of "Proficient" on the Writing Program Review by 12/15/2017 as measured by the State Rubric.

### Strategy 1:

Student Writing Progress Monitoring - Student progress in writing will be monitored through the use of formative and summative writing assessments across all content areas. Professional Development will be given to teachers during Gold Days.

Category: Learning Systems

## Comprehensive School Improvement Plan

Waggener High School

Activity - Content Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Content Literacy Plan will be developed. Progress toward completion of departmental strategies and goals will be shared at ILT.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	AP, Trent Bates Goal Clarity Coach, Kimberly Johnson Departmental PLCs ILT

Activity - Departmental Content Literacy Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will work with the Content Literacy specialist to devise departmental goals for the school's Content Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	PLCs Goal Clarity Coach, Kimberly Johnson ILT

### Strategy 2:

Collaboration with External Partners - Increase collaboration and communication with external partners, parents, and the community with regard to the school's writing program.

Category: Stakeholder Engagement

Activity - Collaboration with Writing Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase collaboration with external partners related to writing through avenues such as the Louisville Writing Project and Actors Theater of Louisville.	Community Engagement	08/15/2016	12/15/2017	\$0	No Funding Required	English Department

### Measurable Objective 4:

collaborate to improve the school's World Language Program from "Needs Improvement" to "Proficient" by 12/15/2017 as measured by the World Language Program Review State Rubric.

### Strategy 1:

World Language Program Needs Assessment - World Language teachers, ESL teachers, and administrators will identify priority areas of focus from the 2014-2015 World Language Program Review.

Category: Learning Systems

Activity - Establishment of World Language Action Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Waggener High School

Based on all performance ratings, evidence, and rationales in ASSIST from the previous year, the World Language Program Review Team will create and monitor actions steps to address each identified priority area in the school's World Language program.	Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	World Language Program Review Team (Schaefer, Carter, Jackson, Wheatley, Brockman, Hitchings, Etienne)
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## Goal 8: Increase the percentage of Waggener Twelfth grade students who are College and Career Ready to 68.8% by 2019.

### Measurable Objective 1:

53% of Twelfth grade students will demonstrate a proficiency in meeting College Readiness benchmarks in English, reading, and mathematics in Career & Technical by 12/15/2017 as measured by ACT, COMPASS, and KYOTE. .

### Strategy 1:

Tracking of CCR Data - Data for CCR will be tracked using color coded system.

Category: Persistence to Graduation

Activity - CCR Scorecards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will track and maintain scores in English and Math using CCR scorecards.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Building Assessment Coordinator Counselors

Activity - CCR Task Force	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A CCR Task Force made up of selected teachers from English, Math, and CTE will meet quarterly to communicate and track overall, student level, and DIPP group progress towards achievement of CCR benchmarks.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Building Assessment Coordinator Counselors

### Strategy 2:

Targeted CCR specific instruction - All students who have not met Math and English benchmarks will be provided targeted CCR specific instruction.

Category: Career Readiness Pathways

**Comprehensive School Improvement Plan**

Waggener High School

Activity - Math Course placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in math courses based on ACT score.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Math Department Counselors

Activity - Senior Level Math Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior level math courses will be created in the master schedule for students that have not met the CCR math benchmark. Teachers will create and use learning targets that are aligned with COMPASS and KYOTE content.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Math Department Counselors

Activity - Intervention Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that do not meet CCR math, reading, and/or English benchmarks will be scheduled in an Math or English (or both) intervention course.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Building Assessment Coordinator Math and English Departments/ PLCs Counselors

**Measurable Objective 2:**

80% of Twelfth grade students will demonstrate a proficiency in meeting all three Career Readiness benchmarks after being within 5 points in Math, English, and Reading in Career & Technical by 12/15/2017 as measured by COMPASS and KYOTE..

**Strategy 1:**

Targeted Benchmark Instruction - A group of 40 12th graders, who have met 0 benchmarks, will be targeted to participate in intensive instruction (in addition to their coursework) designed to prepare them for COMPASS and/or KYOTE assessments.

Category: Learning Systems

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will meet with the selected students to generate interest, student buy-in, and commitment to the program.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Counseling Department

Activity - Math and English Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of math and English teachers will design weekly interventions that occur during Extended School Services and in school CAT time intervention	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Math Department English Department

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Activity - Benchmark Progression	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work to meet the benchmark for one content area before progressing to a different content area.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Counseling Department Christy Brockman

### Measurable Objective 3:

50% of Eleventh grade students will demonstrate a proficiency in meeting at least one benchmark and 20% of 11th graders will meet all 3 benchmarks on the March ACT in Career & Technical by 12/15/2017 as measured by ACT..

### Strategy 1:

Classroom ACT Preparation - ACT preparation will be embedded in the regular classroom instruction of all junior courses.

Category: Learning Systems

Activity - ACT based CFAs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Junior English and Science teachers will use CFAs focused on ACT passages and questions and will teach ACT skills. Teachers will receive consultation and training from Cambridge.	Academic Support Program	08/15/2016	12/15/2017	\$10000	General Fund	Junior Teachers Instructional Leadership Team

Activity - ACT Math Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will host ACT sessions during CAT time	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Math Department Instructional Leadership Team

### Strategy 2:

Cambridge Resources - All Junior teachers will utilize resources from Cambridge and Educational Resources to assess and target specific student skills.

Category: Learning Systems

Activity - Practice ACT exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 11th grade students will take 2 practice ACT tests from Cambridge and will post-conference with administrators regarding their scores.	Academic Support Program	08/15/2016	12/15/2017	\$2000	General Fund	Junior Teachers Goal Clarity Coach, Jeremy Anderson

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Activity - Junior Level Advisory ACT Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational Resource Consultants will provide instruction to a group of 80 junior students during advisory sessions in February.	Academic Support Program	02/03/2016	12/15/2017	\$2000	General Fund	Advisory Committee Goal Clarity Coach, Jeremy Anderson

Activity - ACT Prep Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 11th grade students will participate in a 2-day prep camp the week before the ACT.	Academic Support Program	08/15/2016	12/15/2017	\$2000	General Fund	Goal Clarity Coach, Jeremy Anderson

### Strategy 3:

Underclassmen College Readiness - 100% of 9th and 10th students will engage in college readiness classroom guidance.

Category: Career Readiness Pathways

Activity - Explore Score Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review 8th grade Explore scores with 9th grade students.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Counseling Department

Activity - CCR Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will teach guidance lessons regarding CCR to all 10th graders.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Counseling Department

### Measurable Objective 4:

75% of Twelfth grade students will demonstrate a proficiency in meeting career readiness benchmarks in Career & Technical by 12/15/2017 as measured by industry certifications, KOSSA, and Work Keys..

### Strategy 1:

Student Career Pathway Selection - Students will select a career pathway and complete a 4 course sequence in that pathway.

Category: Career Readiness Pathways

Activity - Major Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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All freshmen will participate in a variety of CTE courses throughout the year and will select a major by May 2017.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Counseling Staff Medical Department
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Activity - Tracking of student pathway course completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be appropriately scheduled in pathway courses and student completion of requirements will be tracked on a Google Doc.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Counseling Department Medical Team

Activity - Student Membership in Professional Organizations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will establish Health Occupations Student Association (HOSA) and Future Business Leaders of America (FBLA) as active student organizations in the school. Organizations will meet after school. CTE funds will be utilized for registration and competition.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$500	Career and Technical Education Funds	CTE Lead, Adam Etienne STC, Deb Robinson Medical Team

### Strategy 2:

Academic/CTE Program Integration PD - Academic/CTE Program Integration PD focusing on academic and CTE program integration, parent involvement, and research-based teaching methods will be provided for teachers, counselors, and administrators.

Category: Professional Learning & Support

Activity - Ford NGL summer Externships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teams of 3 teachers (one team at the 10th grade level & one team at the 11th grade level) will participate in a week long Externship provided through the Ford NGL initiative. The Externship will be conducted at local businesses, and teachers will create and present a cross-curricular project to all tenth and eleventh grade students.	Professional Learning	06/01/2016	12/15/2017	\$10000	Career and Technical Education Funds	Adam Etienne, CTE Lead Externship teachers

Activity - KOSSA completion tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students eligible for taking the KOSSA exam, and those who successfully pass the assessment be tracked and recorded.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	STC, Deb Robinson CTE PLC

Activity - Project Lead the Way training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project Lead the Way Conference and training for teachers and administrators.	Professional Learning	08/15/2016	12/15/2017	\$5000	Career and Technical Education Funds	CTE lead, Adam Etienne Medical Team



**Strategy 3:**

ACT Work Keys administration - Target a group of 12th grade CTE preparatory students that have not met any benchmarks on their Junior ACT to take ACT Work Keys.

Category: Career Readiness Pathways

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will meet the selected students to generate interest, student buy-in and commitment to the program.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	Counseling Staff

Activity - ACT Work Keys ESS and CAT time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team will design monthly lessons and practice that occur during ESS and CAT time.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	No Funding Required	ILT

**Strategy 4:**

CTE technology use - Through resources such as Carl Perkins funding and other technology grants, the use of technology in all Career & Technical Education courses will be developed, improved, and expanded in an effort to enhance students' learning experiences.

Category: Learning Systems

Activity - Purchase of Materials and Resources for CTE courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As needed, materials and supplies for CTE courses will be purchased to aid teachers in their delivery of instruction and students in their mastery of learning. Supplies include surgery web cams, I Pads, EKG machine clips, Sports Medicine equipment, and blood pressure cuffs.	Academic Support Program	08/15/2016	12/15/2017	\$20000	Career and Technical Education Funds	CTE Lead, Adam Etienne STC, Deb Robinson Medical Staff

Activity - Use of 3-D printers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Medical PLC and CTE instructors will utilize three 3-D printers secured through a Verizon grant for the enhancement of instruction.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$20000	Grant Funds	CTE Lead, Adam Etienne STC, Deb Robinson

**Goal 9: During the 2016-2017 school year, Waggener High School will fully implement the Professional Growth and Effectiveness System (PGES). Using the baseline data from the 2015-**

## 2016 school year, targets set for the 2016-2017 school year.

### Measurable Objective 1:

collaborate to achieve 100% of teaching staff with awareness and understanding of the PGES components and evaluation process by 12/15/2017 as measured by surveys and other checks of understanding after professional development activities..

### Strategy 1:

Teacher Professional Growth Plan (PGP) Completion - All teachers at Waggener High School will collaborate with their evaluating administrator to create a PGP containing both a teacher professional growth goal and a student growth goal.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson

Activity - PGP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers at Waggener High School will receive training on the PGES components and characteristics of a PGP in the PGES format. Teachers will submit drafts of their PGP to their evaluating administrator for review.	Professional Learning	08/08/2016	12/15/2017	\$0	No Funding Required	Administration : Hitchings, Bates, Ammerman will review the growth plans of all teachers on their respective evaluation list.
Activity - PGP Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After submission of their PGP, all teachers will meet with their evaluating administrator to revise their growth plan as needed, ensuring that all characteristics of the professional goal and student growth goal have been met. Teachers will continue to revisit and revise their PGPs with feedback from evaluators throughout the school year.	Professional Learning	10/07/2016	12/15/2017	\$0	No Funding Required	Administration : Hitchings, Bates, Ammerman to revise and monitor PGPs of all teachers on their respective evaluation lists.

### Strategy 2:

Teacher Evaluation - All teachers at Waggener High School will be evaluated under the PGES components throughout the school year's observation cycle.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson

## Comprehensive School Improvement Plan

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Activity - Teacher Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will script all formal observations of all teachers at Waggener High School. Evidence from the lesson scripts will be linked to PGES components.	Professional Learning	08/08/2016	12/15/2017	\$0	No Funding Required	Administration : Hitchings, Bates, Ammerman to conduct teacher observations, closely aligned with the PGES format.

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided feedback from classroom observations that contain evidence linked to the PGES components. Teachers will utilize the evaluation rubric and collaborate with their evaluator to assign themselves Ineffective, Developing, Accomplished, or Exemplary ratings.	Professional Learning	08/08/2016	12/15/2017	\$0	No Funding Required	Administration : Hitchings, Bates, Ammerman to employ teacher evaluation practices aligned with the PGES framework.

## Goal 10: Instructional Resources Goal - Waggener High School will use 100% of the Instructional Resources allocation within two years to support student access to high quality resources.

### Measurable Objective 1:

collaborate to determine which textbooks and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/15/2017 as measured by ensuring that 100% of the funds allocated for Instructional Materials are being used to improve student access to high quality standards aligned resources.

### Strategy 1:

Instructional Resource Identification and Alignment - Waggener's Textbook Committee will compare the available resources against a rubric to determine the resources that best support classroom instruction.

Category: Management Systems

Activity - Purchase Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Textbook Committee will purchase materials after the review process is complete.	Academic Support Program	08/08/2016	12/15/2017	\$0	No Funding Required	Textbook Committee Assistant Principal, Trent Bates
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### Strategy 2:

Student Access to Materials - School leadership will ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.

Category: Management Systems

Activity - Instructional Resources Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will maintain current and appropriate inventory records to expedite effective ordering for sufficient access to high quality materials by all students.	Academic Support Program	08/08/2016	12/15/2017	\$0	No Funding Required	Textbook Committee Assistant Principal, Trent Bates

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Three Week Deficiency Notices	Track the performance of all freshmen and report deficiencies to families in an effort to achieve a 95% promotion rate of rising sophomores accumulating at least 6 credits. Deficiency notices will be sent home to families of any freshman failing one of more courses each three weeks. The notices will inform families of the classes their student is currently failing and intervention opportunities available to improve performance.	Parent Involvement	08/15/2016	12/15/2017	\$250	Freshman Academy teachers will report failure data to Freshman Academy AP, Kara Ammerman. Ammerman will ensure notices are mailed and will track and report the number of freshmen failures.
<b>Total</b>					<b>\$250</b>	

### Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Membership in Professional Organizations	CTE teachers will establish Health Occupations Student Association (HOSA) and Future Business Leaders of America (FBLA) as active student organizations in the school. Organizations will meet after school. CTE funds will be utilized for registration and competition.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$500	CTE Lead, Adam Etienne STC, Deb Robinson Medical Team
Ford NGL summer Externships	Two teams of 3 teachers (one team at the 10th grade level & one team at the 11th grade level) will participate in a week long Externship provided through the Ford NGL initiative. The Externship will be conducted at local businesses, and teachers will create and present a cross-curricular project to all tenth and eleventh grade students.	Professional Learning	06/01/2016	12/15/2017	\$10000	Adam Etienne, CTE Lead Externship teachers

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Purchase of Materials and Resources for CTE courses	As needed, materials and supplies for CTE courses will be purchased to aid teachers in their delivery of instruction and students in their mastery of learning. Supplies include surgery web cams, I Pads, EKG machine clips, Sports Medicine equipment, and blood pressure cuffs.	Academic Support Program	08/15/2016	12/15/2017	\$20000	CTE Lead, Adam Etienne STC, Deb Robinson Medical Staff
Project Lead the Way training	Project Lead the Way Conference and training for teachers and administrators.	Professional Learning	08/15/2016	12/15/2017	\$5000	CTE lead, Adam Etienne Medical Team
<b>Total</b>					<b>\$35500</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of 3-D printers	The Medical PLC and CTE instructors will utilize three 3-D printers secured through a Verizon grant for the enhancement of instruction.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$20000	CTE Lead, Adam Etienne STC, Deb Robinson
Louisville Writing Project Professional Development	9th grade teachers will attend the LWP professional development in September and these strategies will be used when teaching this course	Professional Learning	08/15/2016	12/15/2017	\$1500	9th grade English teachers
CFA calibration and rigor	Science department members will participate in teacher led professional development at the school level related to CFA rigor. Teachers will also work collaborate with cross content grade level team members to gain knowledge on CFA rigor.	Professional Learning	08/15/2016	12/15/2017	\$1500	Science Department PLC
Louisville Writing Project Professional Development	10th grade teachers will attend the LWP Argument Writing professional development in September and these strategies will be used when teaching this course.	Professional Learning	09/01/2016	12/15/2017	\$1500	10th grade English Teachers
<b>Total</b>					<b>\$24500</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Create comprehensive midterm and final for Geometry	Geometry teachers will create and implement a comprehensive midterm and final exam covering crucial standards that are vital for success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	Geometry teachers
Student Recovery Plan tracking	Counselor tracking of students making up courses through Student Recovery Plans in counseling office.	Academic Support Program	08/15/2016	12/15/2017	\$0	Counselors, Christy Brockman and Mary Ann Tackett, to report completions monthly to ILT.

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Cross-disciplinary Physical Education Connections	The Coordinated School Health Committee will ensure the physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections to meet the physical activity needs of all students.	Academic Support Program	08/15/2016	12/15/2017	\$0	Coordinated School Health Committee
Review warm-ups and exit slips	Algebra 1 and Geometry teachers will do intentional review warm-ups and/or exit slips	Academic Support Program	08/15/2016	12/15/2017	\$0	Algebra 1 and Geometry teachers
CAT time interventions for Seniors and Juniors	Senior and Junior level students will be requested to attend CAT time interventions by their teachers to help reach mastery of standards.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Grade and Content Level PLCs along with the school's CART teacher
Instructional Resources Inventory	School leadership will maintain current and appropriate inventory records to expedite effective ordering for sufficient access to high quality materials by all students.	Academic Support Program	08/08/2016	12/15/2017	\$0	Textbook Committee Assistant Principal, Trent Bates
CAT time Math intervention	Students will be required to use CAT time as a math intervention period if they have not acquired the needed standard (s) within their math class.	Academic Support Program	08/15/2016	12/15/2017	\$0	Math Dept PLC
Major Selection	All freshmen will participate in a variety of CTE courses throughout the year and will select a major by May 2017.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Counseling Staff Medical Department
Departmental Content Literacy Goals	PLCs will work with the Content Literacy specialist to devise departmental goals for the school's Content Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$0	PLCs Goal Clarity Coach, Kimberly Johnson ILT
Intervention Course	Students that do not meet CCR math, reading, and/or English benchmarks will be scheduled in an Math or English (or both) intervention course.	Academic Support Program	08/15/2016	12/15/2017	\$0	Building Assessment Coordinator Math and English Departments/ PLCs Counselors
School Wellness Policy	The Coordinated School Health Committee will develop and implement a school level wellness policy and annually review goals and school wellness.	Policy and Process	08/15/2016	12/15/2017	\$0	Coordinated School Health Committee
PLC content alignment	Teachers will align standards and learning targets to English 1 content	Academic Support Program	08/15/2016	12/15/2017	\$0	English 2 PLC members

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Teacher Feedback	All teachers will be provided feedback from classroom observations that contain evidence linked to the PGES components. Teachers will utilize the evaluation rubric and collaborate with their evaluator to assign themselves Ineffective, Developing, Accomplished, or Exemplary ratings.	Professional Learning	08/08/2016	12/15/2017	\$0	Administration : Hitchings, Bates, Ammerman to employ teacher evaluation practices aligned with the PGES framework.
Using multiple resources to support viewpoints	Teachers will use HIPPO at 9th grade level to analyze sources. 10th grade teachers will use document based questions to build upon the use of HIPPO in the classroom. Senior teachers will use multiple sources to create common themes, craft thesis statements, and use evidence to support the thesis statements.	Academic Support Program	08/15/2016	12/15/2017	\$0	Social Studies Dept PLC
Tier 2 Sophomore Reading/Writing	Sophomore teachers will embed activities that focus on drawing conclusions from text by connecting text to data and results.	Academic Support Program	08/15/2016	12/15/2017	\$0	Erin Skoog and Sophomore Science PLC
Mentor/Mentee Meetings	Mentor/ Mentee groups will be identified and begin meeting at least once a month during 1st and 2nd semester	Academic Support Program	08/15/2016	12/15/2017	\$0	Counseling department to facilitate program.
Live Scoring 2 times per year	All grade levels will participate in live scoring 2 times per year	Academic Support Program	08/15/2016	12/15/2017	\$0	Progress will be tracked by English teachers.
Tier 1 Freshman Reading/Writing	Freshman teachers will work with students on identifying science "verbs" and organization of data from text based passages.	Academic Support Program	08/15/2016	12/15/2017	\$0	Aaron Sauter and Freshman Science PLC
Emphasis on women's history	Teachers will create lesson plans that emphasize important milestones in women's history and use sources from women's perspectives. (ex. Suffrage Movement, The Feminine Mystique, Title 9)	Academic Support Program	08/15/2016	12/15/2017	\$0	Social Studies Dept PLCs
Counseling Meetings	Counselor will meet with mentor and mentee to discuss progress towards graduation bi-weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0	9th - 12th grade counselors, C. Brockman and M. Tackett
Multiple literacy strategies to reinforce reading and writing skills	Teachers will use multiple literacy strategies to reinforce reading and writing skills. (Examples: 20 literacy strategies to meet the common core template.) Teachers will emphasize vocabulary that is specific to social studies units to improve students ability to use vocabulary in their writing.	Academic Support Program	08/15/2016	12/15/2017	\$0	Social Studies PLC



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Implementation of graphic organizers	Students will use graphic organizers to analyze sources that help students identify historical context, intended audience, purpose, author's point of view, and related sources.	Academic Support Program	08/15/2016	12/15/2017	\$0	Social Studies Department PLC
Benchmark Progression	Students will work to meet the benchmark for one content area before progressing to a different content area.	Academic Support Program	08/15/2016	12/15/2017	\$0	Counseling Department Christy Brockman
Development of Mock EOC exams	Algebra 2 teachers will create and implement three mock-EOC exams that build up questions in length and review	Academic Support Program	08/15/2016	12/15/2017	\$0	Algebra 2 teachers
CCR Scorecards	Students will track and maintain scores in English and Math using CCR scorecards.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Building Assessment Coordinator Counselors
Guided study conferences	Guided study teachers will conference with this group about their progress and needed standards/targets	Academic Support Program	08/15/2016	12/15/2017	\$0	English PLC members
Freshman Guided Study Course during CAT time	Implement a Freshman Guided Study Course during 5th period throughout the year. Freshman Academy AP and Counselor will meet with middle school counselors of incoming ninth graders in an effort to identify students likely to struggle with the transition to high school. Identified students will be placed in a credit-bearing Freshman Guided Study course during first period to teach organizational, time-management, and study skills. Students will also work with the assistance of the course instructor and peer tutors to remediate needed learning targets and standards.	Academic Support Program	08/15/2016	12/15/2017	\$0	Administration and ILT to provide curriculum support. Freshman Academy teachers and PLCs.
Senior Level Math Courses	Senior level math courses will be created in the master schedule for students that have not met the CCR math benchmark. Teachers will create and use learning targets that are aligned with COMPASS and KYOTE content.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Math Department Counselors
Content Literacy Plan	A Content Literacy Plan will be developed. Progress toward completion of departmental strategies and goals will be shared at ILT.	Academic Support Program	08/15/2016	12/15/2017	\$0	AP, Trent Bates Goal Clarity Coach, Kimberly Johnson Departmental PLCs ILT
Tier 3 Juniors	Junior teachers will work on students with the connection of data to text. As well as the manipulation, creation, and predictive aspect of various data sets. These skills will be assessed on CFAs.	Academic Support Program	08/15/2016	12/15/2017	\$0	Tom Kupper and Junior Science PLC

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Differentiated Grouping	Grouping students in class (for assignments or seating arrangements) that encourages learning and challenges. Grouping students with peers that challenge students intellectually or grouping students with peers that allow them to be the leader and challenge their peers.	Academic Support Program	08/15/2016	12/15/2017	\$0	Science Dept PLC
EOC review	Algebra 2 teachers will provide EOC review during CAT time	Academic Support Program	08/15/2016	12/15/2017	\$0	Algebra 2 teachers
Create comprehensive midterm and final for junior level non algebra 2 classes	Junior-level non algebra 2 classes will create and implement a comprehensive midterm and final exam covering crucial standards that are vital to success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	Junior Level non algebra 2 teachers
KPREP-style Writing Assessments for DIPP group	Following KPREP-style writing assessments students will receive interventions targeted on missing standards	Academic Support Program	08/15/2016	12/15/2017	\$0	English Department PLCs
Tier 2 Sophomores	Sophomore teachers will work with students on the application of data from tables, charts, and graphs. These skills will be assessed with CFAs.	Academic Support Program	08/15/2016	12/15/2017	\$0	Erin Skoog and Sophomore Science PLC
Math and English Intervention	A team of math and English teachers will design weekly interventions that occur during Extended School Services and in school CAT time intervention	Academic Support Program	08/15/2016	12/15/2017	\$0	Math Department English Department
Peer Analysis and Evaluation	Arts & Humanities teachers will continually review and adjust teaching methods and communicate high expectations to students as a means of creating a climate where students independently analyze and evaluate peers' work and performances.	Academic Support Program	08/15/2016	12/15/2017	\$0	Arts & Humanities teachers
December and April EOC scrimmage	Two scrimmages will be scheduled for December and April	Academic Support Program	08/15/2016	12/15/2017	\$0	English PLC members
Live scoring in classrooms	Teachers, administration, and district personnel will collaborate to conduct live scoring sessions in classrooms	Academic Support Program	08/15/2016	12/15/2017	\$0	English PLCs and supporting administrators
KPREP-style Writing Assessments	A KPREP-style writing assessment will be given every 6 weeks with interventions planned in response to the data.	Academic Support Program	08/15/2016	12/15/2017	\$0	English PLCs
Collaboration with Writing Partners	Teachers will increase collaboration with external partners related to writing through avenues such as the Louisville Writing Project and Actors Theater of Louisville.	Community Engagement	08/15/2016	12/15/2017	\$0	English Department

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Teacher Observation	Administrators will script all formal observations of all teachers at Waggener High School. Evidence from the lesson scripts will be linked to PGES components.	Professional Learning	08/08/2016	12/15/2017	\$0	Administration : Hitchings, Bates, Ammerman to conduct teacher observations, closely aligned with the PGES format.
Math Course placement	Students will be placed in math courses based on ACT score.	Academic Support Program	08/15/2016	12/15/2017	\$0	Math Department Counselors
Create comprehensive midterm and final for Algebra 1	Algebra 1 teachers will create and implement a comprehensive midterm and final exam covering crucial standards that are vital for success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	Algebra 1 PLC
Intervention for missing targets or standards	Teachers will use CAT time to conduct interventions for students who are missing targets or standards	Academic Support Program	08/15/2016	12/15/2017	\$0	English Department
Establishment of World Language Action Steps	Based on all performance ratings, evidence, and rationales in ASSIST from the previous year, the World Language Program Review Team will create and monitor actions steps to address each identified priority area in the school's World Language program.	Professional Learning	08/15/2016	12/15/2017	\$0	World Language Program Review Team (Schaefer, Carter, Jackson, Wheatley, Brockman, Hitchings, Etienne)
Consumerism curriculum integration	Consumerism topics will be incorporated into the school-wide Advisory curriculum and the Health and Wellness course curriculum.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Advisory Committee CART, Adam Etienne Health & Wellness teachers
Tier 3 Juniors Reading/Writing	Junior teachers will work with students on conflicting viewpoints of scientists and analyzing text and data for the validity or scientific studies.	Academic Support Program	08/15/2016	12/15/2017	\$0	Tom Kupper and Junior Science PLC
KOSSA completion tracking	All students eligible for taking the KOSSA exam, and those who successfully pass the assessment be tracked and recorded.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	STC, Deb Robinson CTE PLC

**Comprehensive School Improvement Plan**

Waggener High School

Multiple choice test taking strategies	All teachers will create multiple choice tests that improve students' test taking endurance over a series of 30-40 questions under a timed environment. Students will practice test taking skills such as reading all answer choices, annotating questions, eliminating wrong answer choices, making educated guesses rather than random selections, and making best selections out of a list of possible actions.	Academic Support Program	08/15/2016	12/15/2017	\$0	Social Studies Department
Counseling Meetings	Counselors will meet with the selected students to generate interest, student buy-in, and commitment to the program.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Counseling Department
Cross-curricular writing rubric	English teachers will provide this rubric to all content areas.	Academic Support Program	08/15/2016	12/15/2017	\$0	English PLCs
Counseling Meetings	Counselors will meet the selected students to generate interest, student buy-in and commitment to the program.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Counseling Staff
PGP Revision	After submission of their PGP, all teachers will meet with their evaluating administrator to revise their growth plan as needed, ensuring that all characteristics of the professional goal and student growth goal have been met. Teachers will continue to revisit and revise their PGPs with feedback from evaluators throughout the school year.	Professional Learning	10/07/2016	12/15/2017	\$0	Administration : Hitchings, Bates, Ammerman to revise and monitor PGPs of all teachers on their respective evaluation lists.
Honors and Advanced Science Classes	Identifying students who may be improperly placed or able to handle more advanced course work and moving them to honors or advanced science classes.	Academic Support Program	08/15/2016	12/15/2017	\$0	Counselors and Science Dept PLC
Mastery Grading	Teachers will use mastery grading to target specific students that will attend remediation.	Academic Support Program	08/15/2016	12/15/2017	\$0	Social Studies Dept PLCs
Individual Student Conference	Teachers, administrators, and district personnel will individually conference with students post-scrimmage using the debriefing tool.	Academic Support Program	08/15/2016	12/15/2017	\$0	English PLC and supporting administrators
Virtual Field Trips	Arts & Humanities teachers will utilize technology to provide virtual field trips to students as a means for reflection to connect student work to professional real-world application.	Field Trip	08/15/2016	12/15/2017	\$0	Arts & Humanities teachers
ACT Math Sessions	Math teachers will host ACT sessions during CAT time	Academic Support Program	08/15/2016	12/15/2017	\$0	Math Department Instructional Leadership Team

# Comprehensive School Improvement Plan

Waggener High School

Arts Discipline Based PD	Arts & Humanities teachers will collaborate with the Principal to propose, facilitate, and attend arts discipline based PD opportunities.	Professional Learning	08/15/2016	12/15/2017	\$0	Arts & Humanities Department
Remedial Plans	Caseloads of off grade level 2nd and 3rd year students will be created and managed by counseling staff. Assigned counselors will develop remedial plans for each identified student and track progress.	Academic Support Program	08/15/2016	12/15/2017	\$0	10th - 12th grade counselors, Christy Brockman and Mary Ann Tackett, to track caseloads through a Progress Monitoring Report.
ACT Work Keys ESS and CAT time	A team will design monthly lessons and practice that occur during ESS and CAT time.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	ILT
Individual Post-Secondary Counseling	100% of 12th grade students not passing classes will meet individually with their counselor at least once during the semester to go over progress towards graduation. These students will be instructed to attend more CAT time sessions to help pass classes.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Counselors, Christy Brockman and Mary Ann Tackett, to track caseloads through a Progress Monitoring Report.
Guest Artist Presentations	Arts & Humanities teachers will invite guest artists to present to students in art, music, and HAVPA courses.	Community Engagement	08/15/2016	12/15/2017	\$0	Arts & Humanities teachers
Disaggregate Data	English 2 teachers will disaggregate data to inform instruction	Academic Support Program	08/15/2016	12/15/2017	\$0	English 2 PLC
Health and Physical Education Integration	The Coordinated School Health Committee (CSHC) will increase the integration of health education instruction and physical activity opportunities throughout the school environment.	Academic Support Program	08/15/2016	12/15/2017	\$0	Coordinated School Health Committee
CCR Task Force	A CCR Task Force made up of selected teachers from English, Math, and CTE will meet quarterly to communicate and track overall, student level, and DIPP group progress towards achievement of CCR benchmarks.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Building Assessment Coordinator Counselors
Explore Score Review	Review 8th grade Explore scores with 9th grade students.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Counseling Department

# Comprehensive School Improvement Plan

Waggener High School

Develop list of overlapping focus topics	Teachers collaborate to develop a list of overlapping focus topics that reoccur across algebra 1, geometry, and algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0	Math Dept PLC
Student Self Assessment and Tracking	Students enrolled in online remedial courses track their own progress through daily progress checks with Transition Island Coordinator and completion logs kept in the Transition Island classroom.	Academic Support Program	08/15/2016	12/15/2017	\$0	Transition Island Coordinator, B. Oneill Counselors, C. Brockman and M. Tackett
Arts & Humanities standards integration	Arts & Humanities teachers will cite specific curriculum standards from each subject where connections to the arts can be made and communicate information to core content teachers/committees in order to create an intentional arts cross-curricular connection.	Academic Support Program	08/15/2016	12/15/2017	\$0	Arts & Humanities teachers Sarah Hitchings Chesney West
Remediation and Enrichment	Specific efforts will be made to target these students for remediation and enrichment during CAT time and ESS. At the junior level this will mean encouraging students to take advantage of the 30 minute remediation offered during the week. For sophomore and juniors this will mean providing work for students or collaborating with other grade level teachers to pull students into their room during CAT time.	Academic Support Program	08/15/2016	12/15/2017	\$0	Science Dept PLC
PGP Completion	All teachers at Waggener High School will receive training on the PGES components and characteristics of a PGP in the PGES format. Teachers will submit drafts of their PGP to their evaluating administrator for review.	Professional Learning	08/08/2016	12/15/2017	\$0	Administration : Hitchings, Bates, Ammerman will review the growth plans of all teachers on their respective evaluation list.
CCR Guidance Lessons	Counselors will teach guidance lessons regarding CCR to all 10th graders.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Counseling Department
Intervention Lessons	Teachers will design remediation/intervention lessons specifically targeted to deficiencies	Academic Support Program	08/15/2016	12/15/2017	\$0	English Department
CAT time writing skills	Students in this group will specifically be invited to CAT time intervention one day per week with a focus on writing skills.	Academic Support Program	08/15/2016	12/15/2017	\$0	English teachers
Flashback Fridays	Algebra 2 teachers will implement Flashback Fridays which will cover review topics that will occur on the EOC	Academic Support Program	08/15/2016	12/15/2017	\$0	Algebra 2 teachers

## Comprehensive School Improvement Plan

Waggener High School

Purchase Materials	Textbook Committee will purchase materials after the review process is complete.	Academic Support Program	08/08/2016	12/15/2017	\$0	Textbook Committee Assistant Principal, Trent Bates
Tracking of student pathway course completion	Students will be appropriately scheduled in pathway courses and student completion of requirements will be tracked on a Google Doc.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0	Counseling Department Medical Team
Science careers and pathways	Identifying career pathways and exposing students to possible careers available in scientific fields. While doing this also identifying people "who look like them" in these fields. This may be done in readings, short video clips, or guest speakers.	Community Engagement, Academic Support Program	08/15/2016	12/15/2017	\$0	Science Dept PLC
Tier 1 Freshman	Freshman teachers will work on students with the basic interpretation of graphs, tables, and various data sets. These skills will be assessed on CFAs.	Academic Support Program	08/15/2016	12/15/2017	\$0	Aaron Sauter and Freshman Science PLC
KPREP-style Writing Assessments	A KREP-style writing assessment will be given every 6 weeks with interventions planned in response to the data.	Academic Support Program	08/15/2016	12/15/2017	\$0	English PLCs
<b>Total</b>					\$0	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Specialized Math Course	The school will create a specialized math course for students who struggled in Algebra 1 in order to better prepare them for Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$44634	Counselors and Math Dept PLC
Algebra 2 practice final	Students will develop clarity for the reasoning of placement into sessions and establish a goal of proficiency on the Algebra 2 practice final on the first day of meeting.	Academic Support Program	08/15/2016	12/15/2017	\$43584	Math Dept. PLC
Supplemental Course	School counselors will place students in the supplemental course.	Academic Support Program	08/15/2016	12/15/2017	\$21804	English 2 PLC
<b>Total</b>					\$110022	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Island Enrollment	Counselors will enroll students missing graduation requirements in Transition Island (TI)	Academic Support Program	08/15/2016	12/15/2017	\$66000	10th - 12th grade counselors, C. Brockman and M. Tackett.

**Comprehensive School Improvement Plan**

Waggener High School

**Total**

\$66000

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT based CFAs	All Junior English and Science teachers will use CFAs focused on ACT passages and questions and will teach ACT skills. Teachers will receive consultation and training from Cambridge.	Academic Support Program	08/15/2016	12/15/2017	\$10000	Junior Teachers Instructional Leadership Team
Reading Plus	Students will utilize Reading Plus two days per week through the Literacy Lab 2 course (reading supplemental course).	Academic Support Program	08/15/2016	12/15/2017	\$5000	English department
Practice ACT exams	All 11th grade students will take 2 practice ACT tests from Cambridge and will post-conference with administrators regarding their scores.	Academic Support Program	08/15/2016	12/15/2017	\$2000	Junior Teachers Goal Clarity Coach, Jeremy Anderson
HERO system	The HERO positive behavior management system will be utilized to maximize learner interest and engagement.	Technology, Academic Support Program, Behavioral Support Program	08/15/2016	12/15/2017	\$10000	Trent Bates, AP Kara Ammerman, AP, PBIS John Pedigo, Technology Committee
ACT Prep Camp	All 11th grade students will participate in a 2-day prep camp the week before the ACT.	Academic Support Program	08/15/2016	12/15/2017	\$2000	Goal Clarity Coach, Jeremy Anderson
Junior Level Advisory ACT Instruction	Educational Resource Consultants will provide instruction to a group of 80 junior students during advisory sessions in February.	Academic Support Program	02/03/2016	12/15/2017	\$2000	Advisory Committee Goal Clarity Coach, Jeremy Anderson
<b>Total</b>					\$31000	



## **Phase II - KDE Assurances - Schools**

**Introduction**

KDE Assurances - School

## Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# Comprehensive School Improvement Plan

Waggener High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

## Comprehensive School Improvement Plan

Waggener High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

## Comprehensive School Improvement Plan

Waggener High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

## Comprehensive School Improvement Plan

Waggener High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

## **Phase II - KDE Compliance and Accountability - Schools**



## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Increase the graduation rate of Waggener students to 88.1% by 2017.

**Measurable Objective 1:**

collaborate to achieve an overall graduation rate for Waggener High School students of 88.1% by 12/15/2017 as measured by State calculations..

**Strategy1:**

CAT time program - Waggener students will participate in a CAT time program during 5th period. CAT time is a time for intervention and enrichment for all students. CAT time occurs everyday and is designed to give students the opportunity to seek out help from their teachers to master skills that are lacking or to have a chance to get enrichment activities during the school day.

Category: Career Readiness Pathways

Research Cited:

Activity - Individual Post-Secondary Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of 12th grade students not passing classes will meet individually with their counselor at least once during the semester to go over progress towards graduation. These students will be instructed to attend more CAT time sessions to help pass classes.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counselors, Christy Brockman and Mary Ann Tackett, to track caseloads through a Progress Monitoring Report.

Activity - CAT time interventions for Seniors and Juniors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior and Junior level students will be requested to attend CAT time interventions by their teachers to help reach mastery of standards.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Grade and Content Level PLCs along with the school's CART teacher

**Strategy2:**

Grade Retention reductions - Intensive efforts will be made to decrease retention in 9th through 11th grade from previous years.

Category: Persistence to Graduation

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - HERO system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HERO positive behavior management system will be utilized to maximize learner interest and engagement.	Technology Academic Support Program Behavioral Support Program	08/15/2016	12/15/2017	\$10000 - General Fund	Trent Bates, AP Kara Ammerman, AP, PBIS John Pedigo, Technology Committee

Activity - Three Week Deficiency Notices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Track the performance of all freshmen and report deficiencies to families in an effort to achieve a 95% promotion rate of rising sophomores accumulating at least 6 credits. Deficiency notices will be sent home to families of any freshman failing one of more courses each three weeks. The notices will inform families of the classes their student is currently failing and intervention opportunities available to improve performance.	Parent Involvement	08/15/2016	12/15/2017	\$250 - Title I Part A	Freshman Academy teachers will report failure data to Freshman Academy AP, Kara Ammerman. Ammerman will ensure notices are mailed and will track and report the number of freshmen failures.

Activity - Remedial Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Caseloads of off grade level 2nd and 3rd year students will be created and managed by counseling staff. Assigned counselors will develop remedial plans for each identified student and track progress.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	10th - 12th grade counselors, Christy Brockman and Mary Ann Tackett, to track caseloads through a Progress Monitoring Report.

Activity - Freshman Guided Study Course during CAT time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a Freshman Guided Study Course during 5th period throughout the year. Freshman Academy AP and Counselor will meet with middle school counselors of incoming ninth graders in an effort to identify students likely to struggle with the transition to high school. Identified students will be placed in a credit-bearing Freshman Guided Study course during first period to teach organizational, time-management, and study skills. Students will also work with the assistance of the course instructor and peer tutors to remediate needed learning targets and standards.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Administration and ILT to provide curriculum support. Freshman Academy teachers and PLCs.

### Measurable Objective 2:

collaborate to achieve an 70% graduation rate for students who do not begin their 4th year of high school on grade level by 12/16/2016 as measured by state calculations.

### Strategy1:

Adult Mentoring Program - Counseling department will implement an Adult Mentoring Program to support targeted group through graduation.

Category: Persistence to Graduation

## Comprehensive School Improvement Plan

Waggener High School

Research Cited:

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will meet with mentor and mentee to discuss progress towards graduation bi-weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	9th - 12th grade counselors, C. Brockman and M. Tackett

Activity - Mentor/Mentee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentor/ Mentee groups will be identified and begin meeting at least once a month during 1st and 2nd semester	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling department to facilitate program.

### Strategy2:

Online Recovery Learning - Students will utilize computer based courses aligned with Common Core standards to recover failed course work (Edgenuity).

Category: Learning Systems

Research Cited:

Activity - Student Recovery Plan tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor tracking of students making up courses through Student Recovery Plans in counseling office.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counselors, Christy Brockman and Mary Ann Tackett, to report completions monthly to ILT.

Activity - Student Self Assessment and Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students enrolled in online remedial courses track their own progress through daily progress checks with Transition Island Coordinator and completion logs kept in the Transition Island classroom.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Transition Island Coordinator, B. Oneill Counselors, C. Brockman and M. Tackett

Activity - Transition Island Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will enroll students missing graduation requirements in Transition Island (TI)	Academic Support Program	08/15/2016	12/15/2017	\$66000 - District Funding	10th - 12th grade counselors, C. Brockman and M. Tackett.

### Goal 2:

Increase the percentage of Waggener Twelfth grade students who are College and Career Ready to 68.8% by 2019.

### Measurable Objective 1:

SY 2016-2017

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## Comprehensive School Improvement Plan

Waggener High School

75% of Twelfth grade students will demonstrate a proficiency in meeting career readiness benchmarks in Career & Technical by 12/15/2017 as measured by industry certifications, KOSSA, and Work Keys..

### Strategy1:

Student Career Pathway Selection - Students will select a career pathway and complete a 4 course sequence in that pathway.

Category: Career Readiness Pathways

Research Cited:

Activity - Student Membership in Professional Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will establish Health Occupations Student Association (HOSA) and Future Business Leaders of America (FBLA) as active student organizations in the school. Organizations will meet after school. CTE funds will be utilized for registration and competition.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$500 - Career and Technical Education Funds	CTE Lead, Adam Etienne STC, Deb Robinson Medical Team

Activity - Major Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All freshmen will participate in a variety of CTE courses throughout the year and will select a major by May 2017.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Staff Medical Department

Activity - Tracking of student pathway course completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be appropriately scheduled in pathway courses and student completion of requirements will be tracked on a Google Doc.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department Medical Team

### Strategy2:

ACT Work Keys administration - Target a group of 12th grade CTE preparatory students that have not met any benchmarks on their Junior ACT to take ACT Work Keys.

Category: Career Readiness Pathways

Research Cited:

Activity - ACT Work Keys ESS and CAT time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will design monthly lessons and practice that occur during ESS and CAT time.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	ILT

## Comprehensive School Improvement Plan

Waggener High School

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will meet the selected students to generate interest, student buy-in and commitment to the program.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Staff

### Strategy3:

Academic/CTE Program Integration PD - Academic/CTE Program Integration PD focusing on academic and CTE program integration, parent involvement, and research-based teaching methods will be provided for teachers, counselors, and administrators.

Category: Professional Learning & Support

Research Cited:

Activity - Project Lead the Way training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project Lead the Way Conference and training for teachers and administrators.	Professional Learning	08/15/2016	12/15/2017	\$5000 - Career and Technical Education Funds	CTE lead, Adam Etienne Medical Team

Activity - Ford NGL summer Externships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teams of 3 teachers (one team at the 10th grade level & one team at the 11th grade level) will participate in a week long Externship provided through the Ford NGL initiative. The Externship will be conducted at local businesses, and teachers will create and present a cross-curricular project to all tenth and eleventh grade students.	Professional Learning	06/01/2016	12/15/2017	\$10000 - Career and Technical Education Funds	Adam Etienne, CTE Lead Externship teachers

Activity - KOSSA completion tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students eligible for taking the KOSSA exam, and those who successfully pass the assessment be tracked and recorded.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	STC, Deb Robinson CTE PLC

### Strategy4:

CTE technology use - Through resources such as Carl Perkins funding and other technology grants, the use of technology in all Career & Technical Education courses will be developed, improved, and expanded in an effort to enhance students' learning experiences.

Category: Learning Systems

Research Cited:

Activity - Purchase of Materials and Resources for CTE courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As needed, materials and supplies for CTE courses will be purchased to aid teachers in their delivery of instruction and students in their mastery of learning. Supplies include surgery web cams, I Pads, EKG machine clips, Sports Medicine equipment, and blood pressure cuffs.	Academic Support Program	08/15/2016	12/15/2017	\$20000 - Career and Technical Education Funds	CTE Lead, Adam Etienne STC, Deb Robinson Medical Staff

## Comprehensive School Improvement Plan

Waggener High School

Activity - Use of 3-D printers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Medical PLC and CTE instructors will utilize three 3-D printers secured through a Verizon grant for the enhancement of instruction.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$20000 - Grant Funds	CTE Lead, Adam Etienne STC, Deb Robinson

### Measurable Objective 2:

50% of Eleventh grade students will demonstrate a proficiency in meeting at least one benchmark and 20% of 11th graders will meet all 3 benchmarks on the March ACT in Career & Technical by 12/15/2017 as measured by ACT..

### Strategy1:

Cambridge Resources - All Junior teachers will utilize resources from Cambridge and Educational Resources to assess and target specific student skills.

Category: Learning Systems

Research Cited:

Activity - Practice ACT exams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 11th grade students will take 2 practice ACT tests from Cambridge and will post-conference with administrators regarding their scores.	Academic Support Program	08/15/2016	12/15/2017	\$2000 - General Fund	Junior Teachers Goal Clarity Coach, Jeremy Anderson

Activity - Junior Level Advisory ACT Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educational Resource Consultants will provide instruction to a group of 80 junior students during advisory sessions in February.	Academic Support Program	02/03/2016	12/15/2017	\$2000 - General Fund	Advisory Committee Goal Clarity Coach, Jeremy Anderson

Activity - ACT Prep Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 11th grade students will participate in a 2-day prep camp the week before the ACT.	Academic Support Program	08/15/2016	12/15/2017	\$2000 - General Fund	Goal Clarity Coach, Jeremy Anderson

### Strategy2:

Underclassmen College Readiness - 100% of 9th and 10th students will engage in college readiness classroom guidance.

Category: Career Readiness Pathways

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - CCR Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will teach guidance lessons regarding CCR to all 10th graders.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

Activity - Explore Score Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review 8th grade Explore scores with 9th grade students.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

### Strategy3:

Classroom ACT Preparation - ACT preparation will be embedded in the regular classroom instruction of all junior courses.

Category: Learning Systems

Research Cited:

Activity - ACT Math Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will host ACT sessions during CAT time	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department Instructional Leadership Team

Activity - ACT based CFAs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Junior English and Science teachers will use CFAs focused on ACT passages and questions and will teach ACT skills. Teachers will receive consultation and training from Cambridge.	Academic Support Program	08/15/2016	12/15/2017	\$10000 - General Fund	Junior Teachers Instructional Leadership Team

### Measurable Objective 3:

53% of Twelfth grade students will demonstrate a proficiency in meeting College Readiness benchmarks in English, reading, and mathematics in Career & Technical by 12/15/2017 as measured by ACT, COMPASS, and KYOTE. .

### Strategy1:

Targeted CCR specific instruction - All students who have not met Math and English benchmarks will be provided targeted CCR specific instruction.

Category: Career Readiness Pathways

Research Cited:

Activity - Senior Level Math Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior level math courses will be created in the master schedule for students that have not met the CCR math benchmark. Teachers will create and use learning targets that are aligned with COMPASS and KYOTE content.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department Counselors



## Comprehensive School Improvement Plan

Waggener High School

Activity - Intervention Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that do not meet CCR math, reading, and/or English benchmarks will be scheduled in an Math or English (or both) intervention course.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Building Assessment Coordinator Math and English Departments/PLCs Counselors

Activity - Math Course placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in math courses based on ACT score.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department Counselors

### Strategy2:

Tracking of CCR Data - Data for CCR will be tracked using color coded system.

Category: Persistence to Graduation

Research Cited:

Activity - CCR Task Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A CCR Task Force made up of selected teachers from English, Math, and CTE will meet quarterly to communicate and track overall, student level, and DIPP group progress towards achievement of CCR benchmarks.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Building Assessment Coordinator Counselors

Activity - CCR Scorecards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will track and maintain scores in English and Math using CCR scorecards.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Building Assessment Coordinator Counselors

### Measurable Objective 4:

80% of Twelfth grade students will demonstrate a proficiency in meeting all three Career Readiness benchmarks after being within 5 points in Math, English, and Reading in Career & Technical by 12/15/2017 as measured by COMPASS and KYOTE..

### Strategy1:

Targeted Benchmark Instruction - A group of 40 12th graders, who have met 0 benchmarks, will be targeted to participate in intensive instruction (in addition to their coursework) designed to prepare them for COMPASS and/or KYOTE assessments.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will meet with the selected students to generate interest, student buy-in, and commitment to the program.	Career Preparation/Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

Activity - Math and English Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of math and English teachers will design weekly interventions that occur during Extended School Services and in school CAT time intervention	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department English Department

Activity - Benchmark Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to meet the benchmark for one content area before progressing to a different content area.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department Christy Brockman

### Goal 3:

During the 2016-2017 school year, Waggener High School will fully implement the Professional Growth and Effectiveness System (PGES). Using the baseline data from the 2015-2016 school year, targets set for the 2016-2017 school year.

### Measurable Objective 1:

collaborate to achieve 100% of teaching staff with awareness and understanding of the PGES components and evaluation process by 12/15/2017 as measured by surveys and other checks of understanding after professional development activities..

### Strategy1:

Teacher Evaluation - All teachers at Waggener High School will be evaluated under the PGES components throughout the school year's observation cycle.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided feedback from classroom observations that contain evidence linked to the PGES components. Teachers will utilize the evaluation rubric and collaborate with their evaluator to assign themselves Ineffective, Developing, Accomplished, or Exemplary ratings.	Professional Learning	08/08/2016	12/15/2017	\$0 - No Funding Required	Administration: Hitchings, Bates, Ammerman to employ teacher evaluation practices aligned with the PGES framework.

## Comprehensive School Improvement Plan

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Activity - Teacher Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will script all formal observations of all teachers at Waggener High School. Evidence from the lesson scripts will be linked to PGES components.	Professional Learning	08/08/2016	12/15/2017	\$0 - No Funding Required	Administration: Hitchings, Bates, Ammerman to conduct teacher observations, closely aligned with the PGES format.

### Strategy2:

Teacher Professional Growth Plan (PGP) Completion - All teachers at Waggener High School will collaborate with their evaluating administrator to create a PGP containing both a teacher professional growth goal and a student growth goal.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson

Activity - PGP Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at Waggener High School will receive training on the PGES components and characteristics of a PGP in the PGES format. Teachers will submit drafts of their PGP to their evaluating administrator for review.	Professional Learning	08/08/2016	12/15/2017	\$0 - No Funding Required	Administration: Hitchings, Bates, Ammerman will review the growth plans of all teachers on their respective evaluation list.

Activity - PGP Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After submission of their PGP, all teachers will meet with their evaluating administrator to revise their growth plan as needed, ensuring that all characteristics of the professional goal and student growth goal have been met. Teachers will continue to revisit and revise their PGPs with feedback from evaluators throughout the school year.	Professional Learning	10/07/2016	12/15/2017	\$0 - No Funding Required	Administration: Hitchings, Bates, Ammerman to revise and monitor PGPs of all teachers on their respective evaluation lists.

**The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.**

### Goal 1:

Increase the percentage of students scoring proficient in reading to 66.6% by 2019.

### Measurable Objective 1:

80% of All Students will increase student growth identified on the December EOC scrimmage as scoring in the high novice/low apprentice will move to proficient. in English Language Arts by 12/15/2017 as measured by December EOC scrimmage.

### Strategy1:

CAT time interventions for EOC skills - Students in the group will be specifically invited to CAT time intervention focused on EOC skills one day per week

Category: Learning Systems

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## Comprehensive School Improvement Plan

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Research Cited:

Activity - Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design remediation/intervention lessons specifically targeted to deficiencies	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English Department

### Strategy2:

Targeted Guided Study Class - Identified students will be placed in targeted guided study classes.

Category: Learning Systems

Research Cited:

Activity - Guided study conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided study teachers will conference with this group about their progress and needed standards/targets	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English PLC members

### Strategy3:

Reading Interventions during CAT time - Students will receive reading interventions during CAT time (guided study)

Category: Learning Systems

Research Cited: Hattie

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Plus two days per week through the Literacy Lab 2 course (reading supplemental course).	Academic Support Program	08/15/2016	12/15/2017	\$5000 - General Fund	English department

### Measurable Objective 2:

53% of Tenth grade students will demonstrate a proficiency on common core standards in English Language Arts by 12/15/2017 as measured by EOC.

### Strategy1:

End of Course Assessment Scrimmage - All English 2 students will participate in an End of Course Assessment (EOC) scrimmage

Category: Learning Systems

Research Cited:

Activity - Individual Student Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators, and district personnel will individually conference with students post-scrimmage using the debriefing tool.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English PLC and supporting administrators

## Comprehensive School Improvement Plan

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Activity - Disaggregate Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English 2 teachers will disaggregate data to inform instruction	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English 2 PLC

Activity - December and April EOC scrimmage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two scrimmages will be scheduled for December and April	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English PLC members

### Strategy2:

Supplemental Reading Class - All 9th grade comprehensive students will be placed in a supplemental reading class.

Category: Learning Systems

Research Cited: Dufour, Marzano

Activity - PLC content alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align standards and learning targets to English 1 content	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English 2 PLC members

Activity - Supplemental Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School counselors will place students in the supplemental course.	Academic Support Program	08/15/2016	12/15/2017	\$21804 - Title I Schoolwide	English 2 PLC

### Strategy3:

Guided Study during CAT time for 10th grade - All 10th grade students will participate in a guided study during CAT time

Category: Learning Systems

Research Cited: DuFour

Activity - Intervention for missing targets or standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CAT time to conduct interventions for students who are missing targets or standards	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English Department

### Measurable Objective 3:

A 5% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices on Quality Core standards from 48.7 % Novice performers to no more than 43.8% Novice performers in Reading by 12/15/2017 as measured by EOC English 2.

## Comprehensive School Improvement Plan

Waggener High School

### Strategy1:

Targeted Guided Study Class - Identified students will be placed in targeted guided study classes.

Category: Learning Systems

Research Cited:

Activity - Guided study conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided study teachers will conference with this group about their progress and needed standards/targets	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English PLC members

### Strategy2:

Reading Interventions during CAT time - Students will receive reading interventions during CAT time (guided study)

Category: Learning Systems

Research Cited: Hattie

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Plus two days per week through the Literacy Lab 2 course (reading supplemental course).	Academic Support Program	08/15/2016	12/15/2017	\$5000 - General Fund	English department

### Strategy3:

CAT time interventions for EOC skills - Students in the group will be specifically invited to CAT time intervention focused on EOC skills one day per week

Category: Learning Systems

Research Cited:

Activity - Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design remediation/intervention lessons specifically targeted to deficiencies	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English Department

### Goal 2:

Increase the percentage of students scoring proficient in math to 70.1% by 2019.

### Measurable Objective 1:

52% of Eleventh grade students will demonstrate a proficiency in the common core standards in Mathematics by 12/15/2017 as measured by Algebra II EOC..

## Comprehensive School Improvement Plan

Waggener High School

### Strategy1:

Teacher collaboration to improve rigor - Improving assessment rigor by creating midterms and finals in PLCs

Category: Learning Systems

Research Cited: Dufour/Marzano

Activity - Create comprehensive midterm and final for Geometry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Geometry teachers will create and implement a comprehensive midterm and final exam covering crucial standards that are vital for success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Geometry teachers

Activity - Development of Mock EOC exams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra 2 teachers will create and implement three mock-EOC exams that build up questions in length and review	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Algebra 2 teachers

Activity - Create comprehensive midterm and final for Algebra 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra 1 teachers will create and implement a comprehensive midterm and final exam covering crucial standards that are vital for success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Algebra 1 PLC

Activity - Create comprehensive midterm and final for junior level non algebra 2 classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Junior-level non algebra 2 classes will create and implement a comprehensive midterm and final exam covering crucial standards that are vital to success in Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Junior Level non algebra 2 teachers

### Strategy2:

Flashbacks of Review Standards - Flashbacks will be in the form of warm-ups and/or exit slips, flashback Fridays, EOC reviews

Category: Learning Systems

Research Cited:

Activity - Flashback Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra 2 teachers will implement Flashback Fridays which will cover review topics that will occur on the EOC	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Algebra 2 teachers

## Comprehensive School Improvement Plan

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Activity - Review warm-ups and exit slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra 1 and Geometry teachers will do intentional review warm-ups and/or exit slips	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Algebra 1 and Geometry teachers

Activity - EOC review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra 2 teachers will provide EOC review during CAT time	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Algebra 2 teachers

### Measurable Objective 2:

45% of Tenth grade students will demonstrate a proficiency on the proficiency 4 exam from Algebra 1 and a grade of A, B, or C from the class will reach proficiency on the comprehensive final preparing them for Algebra 2 in Mathematics by 12/15/2017 as measured by the comprehensive final..

### Strategy1:

Vertical alignment of crucial focus topics - Teachers will collaborate and PLC to align focus topics

Category: Learning Systems

Research Cited:

Activity - Develop list of overlapping focus topics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate to develop a list of overlapping focus topics that reoccur across algebra 1, geometry, and algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Dept PLC

Activity - Specialized Math Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will create a specialized math course for students who struggled in Algebra 1 in order to better prepare them for Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$44634 - Title I Schoolwide	Counselors and Math Dept PLC

### Strategy2:

Specialized CAT time clusters - Specialized CAT time clusters for Geometry

Category: Learning Systems

Research Cited:

Activity - Algebra 2 practice final	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop clarity for the reasoning of placement into sessions and establish a goal of proficiency on the Algebra 2 practice final on the first day of meeting.	Academic Support Program	08/15/2016	12/15/2017	\$43584 - Title I Schoolwide	Math Dept. PLC



## Comprehensive School Improvement Plan

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Activity - CAT time Math intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to use CAT time as a math intervention period if they have not acquired the needed standard (s) within their math class.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Dept PLC

### Measurable Objective 3:

A 2% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices on Quality Core standards from 19.7% Novice performers to 17.7% Novice performers in Mathematics by 12/15/2017 as measured by Algebra 2 EOC.

### Strategy1:

Specialized CAT time clusters - Specialized CAT time clusters for Geometry

Category: Learning Systems

Research Cited:

Activity - CAT time Math intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to use CAT time as a math intervention period if they have not acquired the needed standard (s) within their math class.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Dept PLC

Activity - Algebra 2 practice final	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop clarity for the reasoning of placement into sessions and establish a goal of proficiency on the Algebra 2 practice final on the first day of meeting.	Academic Support Program	08/15/2016	12/15/2017	\$43584 - Title I Schoolwide	Math Dept. PLC

### Strategy2:

Vertical alignment of crucial focus topics - Teachers will collaborate and PLC to align focus topics

Category: Learning Systems

Research Cited:

Activity - Specialized Math Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will create a specialized math course for students who struggled in Algebra 1 in order to better prepare them for Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$44634 - Title I Schoolwide	Counselors and Math Dept PLC

Activity - Develop list of overlapping focus topics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate to develop a list of overlapping focus topics that reoccur across algebra 1, geometry, and algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Dept PLC

## Comprehensive School Improvement Plan

Waggener High School

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**All children-were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

### Goal 1:

Increase the percentage of students scoring proficient in reading to 66.6% by 2019.

### Measurable Objective 1:

A 5% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices on Quality Core standards from 48.7 % Novice performers to no more than 43.8% Novice performers in Reading by 12/15/2017 as measured by EOC English 2.

### Strategy1:

Reading Interventions during CAT time - Students will receive reading interventions during CAT time (guided study)

Category: Learning Systems

Research Cited: Hattie

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Plus two days per week through the Literacy Lab 2 course (reading supplemental course).	Academic Support Program	08/15/2016	12/15/2017	\$5000 - General Fund	English department

### Strategy2:

Targeted Guided Study Class - Identified students will be placed in targeted guided study classes.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - Guided study conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided study teachers will conference with this group about their progress and needed standards/targets	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English PLC members

### Strategy3:

CAT time interventions for EOC skills - Students in the group will be specifically invited to CAT time intervention focused on EOC skills one day per week

Category: Learning Systems

Research Cited:

Activity - Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design remediation/intervention lessons specifically targeted to deficiencies	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English Department

### Measurable Objective 2:

80% of All Students will increase student growth identified on the December EOC scrimmage as scoring in the high novice/low apprentice will move to proficient. in English Language Arts by 12/15/2017 as measured by December EOC scrimmage.

### Strategy1:

Reading Interventions during CAT time - Students will receive reading interventions during CAT time (guided study)

Category: Learning Systems

Research Cited: Hattie

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Plus two days per week through the Literacy Lab 2 course (reading supplemental course).	Academic Support Program	08/15/2016	12/15/2017	\$5000 - General Fund	English department

### Strategy2:

Targeted Guided Study Class - Identified students will be placed in targeted guided study classes.

Category: Learning Systems

Research Cited:

Activity - Guided study conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided study teachers will conference with this group about their progress and needed standards/targets	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English PLC members

### Strategy3:

CAT time interventions for EOC skills - Students in the group will be specifically invited to CAT time intervention focused on EOC skills one

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## Comprehensive School Improvement Plan

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day per week

Category: Learning Systems

Research Cited:

Activity - Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design remediation/intervention lessons specifically targeted to deficiencies	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English Department

### Goal 2:

Increase the percentage of students scoring proficient in writing to 62.6% by 2019.

### Measurable Objective 1:

80% of Male students will demonstrate a proficiency scoring in the upper half (9-10) Apprentice category on the 2017 KREP assessment in Writing by 12/15/2017 as measured by KPREP..

### Strategy1:

Live scoring to support Objective 2 - Live scoring with focus on male students scoring in the upper half of apprentice category

Category: Learning Systems

Research Cited:

Activity - Live Scoring 2 times per year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will participate in live scoring 2 times per year	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Progress will be tracked by English teachers.

### Strategy2:

CAT time interventions - 5th period CAT time interventions

Category: Learning Systems

Research Cited:

Activity - CAT time writing skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in this group will specifically be invited to CAT time intervention one day per week with a focus on writing skills.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English teachers

### Strategy3:

CAT time for DIPP group - DIPP group students will receive targeted CAT time interventions

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - KPREP-style Writing Assessments for DIPP group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following KPREP-style writing assessments students will receive interventions targeted on missing standards	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	English Department PLCs

### Goal 3:

Increase the percentage of students scoring proficient in math to 70.1% by 2019.

### Measurable Objective 1:

A 2% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novices on Quality Core standards from 19.7% Novice performers to 17.7% Novice performers in Mathematics by 12/15/2017 as measured by Algebra 2 EOC.

### Strategy1:

Specialized CAT time clusters - Specialized CAT time clusters for Geometry

Category: Learning Systems

Research Cited:

Activity - CAT time Math intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to use CAT time as a math intervention period if they have not acquired the needed standard (s) within their math class.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Dept PLC

Activity - Algebra 2 practice final	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop clarity for the reasoning of placement into sessions and establish a goal of proficiency on the Algebra 2 practice final on the first day of meeting.	Academic Support Program	08/15/2016	12/15/2017	\$43584 - Title I Schoolwide	Math Dept. PLC

### Strategy2:

Vertical alignment of crucial focus topics - Teachers will collaborate and PLC to align focus topics

Category: Learning Systems

Research Cited:

Activity - Develop list of overlapping focus topics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate to develop a list of overlapping focus topics that reoccur across algebra 1, geometry, and algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Dept PLC

## Comprehensive School Improvement Plan

Waggener High School

Activity - Specialized Math Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will create a specialized math course for students who struggled in Algebra 1 in order to better prepare them for Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$44634 - Title I Schoolwide	Counselors and Math Dept PLC

### Measurable Objective 2:

45% of Tenth grade students will demonstrate a proficiency on the proficiency 4 exam from Algebra 1 and a grade of A, B, or C from the class will reach proficiency on the comprehensive final preparing them for Algebra 2 in Mathematics by 12/15/2017 as measured by the comprehensive final..

### Strategy1:

Vertical alignment of crucial focus topics - Teachers will collaborate and PLC to align focus topics

Category: Learning Systems

Research Cited:

Activity - Develop list of overlapping focus topics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate to develop a list of overlapping focus topics that reoccur across algebra 1, geometry, and algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Dept PLC

Activity - Specialized Math Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will create a specialized math course for students who struggled in Algebra 1 in order to better prepare them for Algebra 2.	Academic Support Program	08/15/2016	12/15/2017	\$44634 - Title I Schoolwide	Counselors and Math Dept PLC

### Strategy2:

Specialized CAT time clusters - Specialized CAT time clusters for Geometry

Category: Learning Systems

Research Cited:

Activity - Algebra 2 practice final	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop clarity for the reasoning of placement into sessions and establish a goal of proficiency on the Algebra 2 practice final on the first day of meeting.	Academic Support Program	08/15/2016	12/15/2017	\$43584 - Title I Schoolwide	Math Dept. PLC

## Comprehensive School Improvement Plan

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Activity - CAT time Math intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to use CAT time as a math intervention period if they have not acquired the needed standard (s) within their math class.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Dept PLC

### Goal 4:

Increase the percentage of students scoring proficient in science to 60% by 2019

### Measurable Objective 1:

100% of Male Black or African-American students will increase student growth with those students averaging a 1.75 to 2.25 identified as the DIPP group scoring proficient in Science by 12/15/2017 as measured by district proficiency exam.

### Strategy1:

Real World Experience - Exposing students to career pathways and career fields.

Category: Learning Systems

Research Cited:

Activity - Science careers and pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identifying career pathways and exposing students to possible careers available in scientific fields. While doing this also identifying people "who look like them" in these fields. This may be done in readings, short video clips, or guest speakers.	Academic Support Program Community Engagement	08/15/2016	12/15/2017	\$0 - No Funding Required	Science Dept PLC

### Strategy2:

Grouping and Identification - Students will be intentionally grouped based on data to help students grow in science mastery

Category: Learning Systems

Research Cited: Shore, C.

Activity - Differentiated Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grouping students in class (for assignments or seating arrangements) that encourages learning and challenges. Grouping students with peers that challenge students intellectually or grouping students with peers that allow them to be the leader and challenge their peers.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Science Dept PLC

Activity - Honors and Advanced Science Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identifying students who may be improperly placed or able to handle more advanced course work and moving them to honors or advanced science classes.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counselors and Science Dept PLC

## Comprehensive School Improvement Plan

Waggener High School

### Strategy3:

Targeting of students using CAT and ESS - These students will receive targeted instruction in both CAT time and ESS

Category: Learning Systems

Research Cited:

Activity - Remediation and Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific efforts will be made to target these students for remediation and enrichment during CAT time and ESS. At the junior level this will mean encouraging students to take advantage of the 30 minute remediation offered during the week. For sophomore and juniors this will mean providing work for students or collaborating with other grade level teachers to pull students into their room during CAT time.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Science Dept PLC

### Goal 5:

Increase the percentage of students reaching proficiency in social studies to 64.8% by 2019

### Measurable Objective 1:

43% of Twelfth grade Female students will demonstrate a proficiency in Social Studies in Social Studies by 12/15/2017 as measured by the U.S. History EOC..

### Strategy1:

Increase engagement in Female Students - Utilize remediation and enrichment to increase engagement among female U.S. history students

Category: Learning Systems

Research Cited:

Activity - Emphasis on women's history	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create lesson plans that emphasize important milestones in women's history and use sources from women's perspectives. (ex. Suffrage Movement, The Feminine Mystique, Title 9)	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Social Studies Dept PLCs

Activity - Mastery Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use mastery grading to target specific students that will attend remediation.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Social Studies Dept PLCs

### Goal 6:

Increase the graduation rate of Waggener students to 88.1% by 2017.



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### Measurable Objective 1:

collaborate to achieve an 70% graduation rate for students who do not begin their 4th year of high school on grade level by 12/16/2016 as measured by state calculations.

### Strategy1:

Online Recovery Learning - Students will utilize computer based courses aligned with Common Core standards to recover failed course work (Edgenuity).

Category: Learning Systems

Research Cited:

Activity - Student Recovery Plan tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor tracking of students making up courses through Student Recovery Plans in counseling office.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counselors, Christy Brockman and Mary Ann Tackett, to report completions monthly to ILT.

Activity - Transition Island Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will enroll students missing graduation requirements in Transition Island (TI)	Academic Support Program	08/15/2016	12/15/2017	\$66000 - District Funding	10th - 12th grade counselors, C. Brockman and M. Tackett.

Activity - Student Self Assessment and Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students enrolled in online remedial courses track their own progress through daily progress checks with Transition Island Coordinator and completion logs kept in the Transition Island classroom.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Transition Island Coordinator, B. Oneill Counselors, C. Brockman and M. Tackett

### Strategy2:

Adult Mentoring Program - Counseling department will implement an Adult Mentoring Program to support targeted group through graduation.

Category: Persistence to Graduation

Research Cited:

Activity - Mentor/Mentee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentor/ Mentee groups will be identified and begin meeting at least once a month during 1st and 2nd semester	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling department to facilitate program.

## Comprehensive School Improvement Plan

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Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will meet with mentor and mentee to discuss progress towards graduation bi-weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	9th - 12th grade counselors, C. Brockman and M. Tackett

### Goal 7:

Increase the percentage of Waggener Twelfth grade students who are College and Career Ready to 68.8% by 2019.

### Measurable Objective 1:

80% of Twelfth grade students will demonstrate a proficiency in meeting all three Career Readiness benchmarks after being within 5 points in Math, English, and Reading in Career & Technical by 12/15/2017 as measured by COMPASS and KYOTE..

### Strategy1:

Targeted Benchmark Instruction - A group of 40 12th graders, who have met 0 benchmarks, will be targeted to participate in intensive instruction (in addition to their coursework) designed to prepare them for COMPASS and/or KYOTE assessments.

Category: Learning Systems

Research Cited:

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will meet with the selected students to generate interest, student buy-in, and commitment to the program.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

Activity - Math and English Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of math and English teachers will design weekly interventions that occur during Extended School Services and in school CAT time intervention	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department English Department

Activity - Benchmark Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to meet the benchmark for one content area before progressing to a different content area.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department Christy Brockman

### Measurable Objective 2:

75% of Twelfth grade students will demonstrate a proficiency in meeting career readiness benchmarks in Career & Technical by 12/15/2017 as measured by industry certifications, KOSSA, and Work Keys..

## Comprehensive School Improvement Plan

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### Strategy1:

ACT Work Keys administration - Target a group of 12th grade CTE preparatory students that have not met any benchmarks on their Junior ACT to take ACT Work Keys.

Category: Career Readiness Pathways

Research Cited:

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will meet the selected students to generate interest, student buy-in and commitment to the program.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Staff

Activity - ACT Work Keys ESS and CAT time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will design monthly lessons and practice that occur during ESS and CAT time.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	ILT

### Strategy2:

Student Career Pathway Selection - Students will select a career pathway and complete a 4 course sequence in that pathway.

Category: Career Readiness Pathways

Research Cited:

Activity - Tracking of student pathway course completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be appropriately scheduled in pathway courses and student completion of requirements will be tracked on a Google Doc.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department Medical Team

Activity - Student Membership in Professional Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will establish Health Occupations Student Association (HOSA) and Future Business Leaders of America (FBLA) as active student organizations in the school. Organizations will meet after school. CTE funds will be utilized for registration and competition.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$500 - Career and Technical Education Funds	CTE Lead, Adam Etienne STC, Deb Robinson Medical Team

Activity - Major Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All freshmen will participate in a variety of CTE courses throughout the year and will select a major by May 2017.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Staff Medical Department

### Strategy3:

## Comprehensive School Improvement Plan

Waggener High School

CTE technology use - Through resources such as Carl Perkins funding and other technology grants, the use of technology in all Career & Technical Education courses will be developed, improved, and expanded in an effort to enhance students' learning experiences.

Category: Learning Systems

Research Cited:

Activity - Purchase of Materials and Resources for CTE courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As needed, materials and supplies for CTE courses will be purchased to aid teachers in their delivery of instruction and students in their mastery of learning. Supplies include surgery web cams, I Pads, EKG machine clips, Sports Medicine equipment, and blood pressure cuffs.	Academic Support Program	08/15/2016	12/15/2017	\$20000 - Career and Technical Education Funds	CTE Lead, Adam Etienne STC, Deb Robinson Medical Staff

Activity - Use of 3-D printers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Medical PLC and CTE instructors will utilize three 3-D printers secured through a Verizon grant for the enhancement of instruction.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$20000 - Grant Funds	CTE Lead, Adam Etienne STC, Deb Robinson

### Strategy4:

Academic/CTE Program Integration PD - Academic/CTE Program Integration PD focusing on academic and CTE program integration, parent involvement, and research-based teaching methods will be provided for teachers, counselors, and administrators.

Category: Professional Learning & Support

Research Cited:

Activity - Ford NGL summer Externships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teams of 3 teachers (one team at the 10th grade level & one team at the 11th grade level) will participate in a week long Externship provided through the Ford NGL initiative. The Externship will be conducted at local businesses, and teachers will create and present a cross-curricular project to all tenth and eleventh grade students.	Professional Learning	06/01/2016	12/15/2017	\$10000 - Career and Technical Education Funds	Adam Etienne, CTE Lead Externship teachers

Activity - Project Lead the Way training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project Lead the Way Conference and training for teachers and administrators.	Professional Learning	08/15/2016	12/15/2017	\$5000 - Career and Technical Education Funds	CTE lead, Adam Etienne Medical Team

Activity - KOSSA completion tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students eligible for taking the KOSSA exam, and those who successfully pass the assessment be tracked and recorded.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	STC, Deb Robinson CTE PLC

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### Measurable Objective 3:

50% of Eleventh grade students will demonstrate a proficiency in meeting at least one benchmark and 20% of 11th graders will meet all 3 benchmarks on the March ACT in Career & Technical by 12/15/2017 as measured by ACT..

### Strategy1:

Underclassmen College Readiness - 100% of 9th and 10th students will engage in college readiness classroom guidance.

Category: Career Readiness Pathways

Research Cited:

Activity - Explore Score Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review 8th grade Explore scores with 9th grade students.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

Activity - CCR Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will teach guidance lessons regarding CCR to all 10th graders.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

### Strategy2:

Cambridge Resources - All Junior teachers will utilize resources from Cambridge and Educational Resources to assess and target specific student skills.

Category: Learning Systems

Research Cited:

Activity - Junior Level Advisory ACT Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educational Resource Consultants will provide instruction to a group of 80 junior students during advisory sessions in February.	Academic Support Program	02/03/2016	12/15/2017	\$2000 - General Fund	Advisory Committee Goal Clarity Coach, Jeremy Anderson

Activity - Practice ACT exams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 11th grade students will take 2 practice ACT tests from Cambridge and will post-conference with administrators regarding their scores.	Academic Support Program	08/15/2016	12/15/2017	\$2000 - General Fund	Junior Teachers Goal Clarity Coach, Jeremy Anderson

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Activity - ACT Prep Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 11th grade students will participate in a 2-day prep camp the week before the ACT.	Academic Support Program	08/15/2016	12/15/2017	\$2000 - General Fund	Goal Clarity Coach, Jeremy Anderson

### Strategy3:

Classroom ACT Preparation - ACT preparation will be embedded in the regular classroom instruction of all junior courses.

Category: Learning Systems

Research Cited:

Activity - ACT Math Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will host ACT sessions during CAT time	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department Instructional Leadership Team

Activity - ACT based CFAs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Junior English and Science teachers will use CFAs focused on ACT passages and questions and will teach ACT skills. Teachers will receive consultation and training from Cambridge.	Academic Support Program	08/15/2016	12/15/2017	\$10000 - General Fund	Junior Teachers Instructional Leadership Team

The school identified specific strategies to increase the average freshman graduation rate.

### Goal 1:

Increase the graduation rate of Waggener students to 88.1% by 2017.

### Measurable Objective 1:

collaborate to achieve an overall graduation rate for Waggener High School students of 88.1% by 12/15/2017 as measured by State calculations..

### Strategy1:

CAT time program - Waggener students will participate in a CAT time program during 5th period. CAT time is a time for intervention and enrichment for all students. CAT time occurs everyday and is designed to give students the opportunity to seek out help from their teachers to master skills that are lacking or to have a chance to get enrichment activities during the school day.

Category: Career Readiness Pathways

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - Individual Post-Secondary Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of 12th grade students not passing classes will meet individually with their counselor at least once during the semester to go over progress towards graduation. These students will be instructed to attend more CAT time sessions to help pass classes.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counselors, Christy Brockman and Mary Ann Tackett, to track caseloads through a Progress Monitoring Report.

Activity - CAT time interventions for Seniors and Juniors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior and Junior level students will be requested to attend CAT time interventions by their teachers to help reach mastery of standards.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Grade and Content Level PLCs along with the school's CART teacher

### Strategy2:

Grade Retention reductions - Intensive efforts will be made to decrease retention in 9th through 11th grade from previous years.

Category: Persistence to Graduation

Research Cited:

Activity - Three Week Deficiency Notices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Track the performance of all freshmen and report deficiencies to families in an effort to achieve a 95% promotion rate of rising sophomores accumulating at least 6 credits. Deficiency notices will be sent home to families of any freshman failing one of more courses each three weeks. The notices will inform families of the classes their student is currently failing and intervention opportunities available to improve performance.	Parent Involvement	08/15/2016	12/15/2017	\$250 - Title I Part A	Freshman Academy teachers will report failure data to Freshman Academy AP, Kara Ammerman. Ammerman will ensure notices are mailed and will track and report the number of freshmen failures.

Activity - Freshman Guided Study Course during CAT time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a Freshman Guided Study Course during 5th period throughout the year. Freshman Academy AP and Counselor will meet with middle school counselors of incoming ninth graders in an effort to identify students likely to struggle with the transition to high school. Identified students will be placed in a credit-bearing Freshman Guided Study course during first period to teach organizational, time-management, and study skills. Students will also work with the assistance of the course instructor and peer tutors to remediate needed learning targets and standards.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Administration and ILT to provide curriculum support. Freshman Academy teachers and PLCs.

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Activity - HERO system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HERO positive behavior management system will be utilized to maximize learner interest and engagement.	Technology Behavioral Support Program Academic Support Program	08/15/2016	12/15/2017	\$10000 - General Fund	Trent Bates, AP Kara Ammerman, AP, PBIS John Pedigo, Technology Committee

Activity - Remedial Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Caseloads of off grade level 2nd and 3rd year students will be created and managed by counseling staff. Assigned counselors will develop remedial plans for each identified student and track progress.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	10th - 12th grade counselors, Christy Brockman and Mary Ann Tackett, to track caseloads through a Progress Monitoring Report.

### Measurable Objective 2:

collaborate to achieve an 70% graduation rate for students who do not begin their 4th year of high school on grade level by 12/16/2016 as measured by state calculations.

### Strategy1:

Adult Mentoring Program - Counseling department will implement an Adult Mentoring Program to support targeted group through graduation.

Category: Persistence to Graduation

Research Cited:

Activity - Mentor/Mentee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentor/ Mentee groups will be identified and begin meeting at least once a month during 1st and 2nd semester	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling department to facilitate program.

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will meet with mentor and mentee to discuss progress towards graduation bi-weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	9th - 12th grade counselors, C. Brockman and M. Tackett

### Strategy2:

Online Recovery Learning - Students will utilize computer based courses aligned with Common Core standards to recover failed course work (Edgenuity).

Category: Learning Systems

Research Cited:



## Comprehensive School Improvement Plan

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Activity - Student Recovery Plan tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor tracking of students making up courses through Student Recovery Plans in counseling office.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counselors, Christy Brockman and Mary Ann Tackett, to report completions monthly to ILT.

Activity - Student Self Assessment and Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students enrolled in online remedial courses track their own progress through daily progress checks with Transition Island Coordinator and completion logs kept in the Transition Island classroom.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Transition Island Coordinator, B. Oneill Counselors, C. Brockman and M. Tackett

Activity - Transition Island Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will enroll students missing graduation requirements in Transition Island (TI)	Academic Support Program	08/15/2016	12/15/2017	\$66000 - District Funding	10th - 12th grade counselors, C. Brockman and M. Tackett.

The school identified specific strategies to increase the percentage of students who are college and career ready.

### Goal 1:

Increase the percentage of Waggener Twelfth grade students who are College and Career Ready to 68.8% by 2019.

### Measurable Objective 1:

50% of Eleventh grade students will demonstrate a proficiency in meeting at least one benchmark and 20% of 11th graders will meet all 3 benchmarks on the March ACT in Career & Technical by 12/15/2017 as measured by ACT..

### Strategy1:

Underclassmen College Readiness - 100% of 9th and 10th students will engage in college readiness classroom guidance.

Category: Career Readiness Pathways

Research Cited:

Activity - Explore Score Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review 8th grade Explore scores with 9th grade students.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

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Activity - Underclassmen Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will teach guidance lessons during College Awareness month (November) to all 9th and 10th grade advisories.	Career Preparation/ Orientation	11/04/2015	11/25/2015	\$0 - No Funding Required	Counseling Department

Activity - CCR Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will teach guidance lessons regarding CCR to all 10th graders.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

### Strategy2:

Cambridge Resources - All Junior teachers will utilize resources from Cambridge and Educational Resources to assess and target specific student skills.

Category: Learning Systems

Research Cited:

Activity - Junior Level Advisory ACT Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educational Resource Consultants will provide instruction to a group of 80 junior students during advisory sessions in February.	Academic Support Program	02/03/2016	12/15/2017	\$2000 - General Fund	Advisory Committee Goal Clarity Coach, Jeremy Anderson

Activity - ACT Prep Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 11th grade students will participate in a 2-day prep camp the week before the ACT.	Academic Support Program	08/15/2016	12/15/2017	\$2000 - General Fund	Goal Clarity Coach, Jeremy Anderson

Activity - Practice ACT exams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 11th grade students will take 2 practice ACT tests from Cambridge and will post-conference with administrators regarding their scores.	Academic Support Program	08/15/2016	12/15/2017	\$2000 - General Fund	Junior Teachers Goal Clarity Coach, Jeremy Anderson

### Strategy3:

Classroom ACT Preparation - ACT preparation will be embedded in the regular classroom instruction of all junior courses.

Category: Learning Systems

Research Cited:

Activity - ACT based CFAs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Junior English and Science teachers will use CFAs focused on ACT passages and questions and will teach ACT skills. Teachers will receive consultation and training from Cambridge.	Academic Support Program	08/15/2016	12/15/2017	\$10000 - General Fund	Junior Teachers Instructional Leadership Team

## Comprehensive School Improvement Plan

Waggener High School

Activity - ACT Math Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will host ACT sessions during CAT time	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department Instructional Leadership Team

### Measurable Objective 2:

75% of Twelfth grade students will demonstrate a proficiency in meeting career readiness benchmarks in Career & Technical by 12/15/2017 as measured by industry certifications, KOSSA, and Work Keys..

### Strategy1:

Academic/CTE Program Integration PD - Academic/CTE Program Integration PD focusing on academic and CTE program integration, parent involvement, and research-based teaching methods will be provided for teachers, counselors, and administrators.

Category: Professional Learning & Support

Research Cited:

Activity - Ford NGL summer Externships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teams of 3 teachers (one team at the 10th grade level & one team at the 11th grade level) will participate in a week long Externship provided through the Ford NGL initiative. The Externship will be conducted at local businesses, and teachers will create and present a cross-curricular project to all tenth and eleventh grade students.	Professional Learning	06/01/2016	12/15/2017	\$10000 - Career and Technical Education Funds	Adam Etienne, CTE Lead Externship teachers

Activity - Project Lead the Way training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project Lead the Way Conference and training for teachers and administrators.	Professional Learning	08/15/2016	12/15/2017	\$5000 - Career and Technical Education Funds	CTE lead, Adam Etienne Medical Team

Activity - KOSSA completion tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students eligible for taking the KOSSA exam, and those who successfully pass the assessment be tracked and recorded.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	STC, Deb Robinson CTE PLC

### Strategy2:

CTE technology use - Through resources such as Carl Perkins funding and other technology grants, the use of technology in all Career & Technical Education courses will be developed, improved, and expanded in an effort to enhance students' learning experiences.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - Use of 3-D printers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Medical PLC and CTE instructors will utilize three 3-D printers secured through a Verizon grant for the enhancement of instruction.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$20000 - Grant Funds	CTE Lead, Adam Etienne STC, Deb Robinson

Activity - Purchase of Materials and Resources for CTE courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As needed, materials and supplies for CTE courses will be purchased to aid teachers in their delivery of instruction and students in their mastery of learning. Supplies include surgery web cams, I Pads, EKG machine clips, Sports Medicine equipment, and blood pressure cuffs.	Academic Support Program	08/15/2016	12/15/2017	\$20000 - Career and Technical Education Funds	CTE Lead, Adam Etienne STC, Deb Robinson Medical Staff

### Strategy3:

Student Career Pathway Selection - Students will select a career pathway and complete a 4 course sequence in that pathway.

Category: Career Readiness Pathways

Research Cited:

Activity - Student Membership in Professional Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will establish Health Occupations Student Association (HOSA) and Future Business Leaders of America (FBLA) as active student organizations in the school. Organizations will meet after school. CTE funds will be utilized for registration and competition.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$500 - Career and Technical Education Funds	CTE Lead, Adam Etienne STC, Deb Robinson Medical Team

Activity - Tracking of student pathway course completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be appropriately scheduled in pathway courses and student completion of requirements will be tracked on a Google Doc.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department Medical Team

Activity - Major Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All freshmen will participate in a variety of CTE courses throughout the year and will select a major by May 2017.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Staff Medical Department

### Strategy4:

ACT Work Keys administration - Target a group of 12th grade CTE preparatory students that have not met any benchmarks on their Junior ACT to take ACT Work Keys.

Category: Career Readiness Pathways

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will meet the selected students to generate interest, student buy-in and commitment to the program.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Staff

Activity - ACT Work Keys ESS and CAT time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will design monthly lessons and practice that occur during ESS and CAT time.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	ILT

### Measurable Objective 3:

53% of Twelfth grade students will demonstrate a proficiency in meeting College Readiness benchmarks in English, reading, and mathematics in Career & Technical by 12/15/2017 as measured by ACT, COMPASS, and KYOTE. .

### Strategy1:

Tracking of CCR Data - Data for CCR will be tracked using color coded system.

Category: Persistence to Graduation

Research Cited:

Activity - CCR Scorecards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will track and maintain scores in English and Math using CCR scorecards.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Building Assessment Coordinator Counselors

Activity - CCR Task Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A CCR Task Force made up of selected teachers from English, Math, and CTE will meet quarterly to communicate and track overall, student level, and DIPP group progress towards achievement of CCR benchmarks.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Building Assessment Coordinator Counselors

### Strategy2:

Targeted CCR specific instruction - All students who have not met Math and English benchmarks will be provided targeted CCR specific instruction.

Category: Career Readiness Pathways

Research Cited:

Activity - Intervention Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that do not meet CCR math, reading, and/or English benchmarks will be scheduled in an Math or English (or both) intervention course.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Building Assessment Coordinator Math and English Departments/PLCs Counselors

## Comprehensive School Improvement Plan

Waggener High School

Activity - Math Course placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in math courses based on ACT score.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department Counselors

Activity - Senior Level Math Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior level math courses will be created in the master schedule for students that have not met the CCR math benchmark. Teachers will create and use learning targets that are aligned with COMPASS and KYOTE content.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department Counselors

### Measurable Objective 4:

80% of Twelfth grade students will demonstrate a proficiency in meeting all three Career Readiness benchmarks after being within 5 points in Math, English, and Reading in Career & Technical by 12/15/2017 as measured by COMPASS and KYOTE..

### Strategy1:

Targeted Benchmark Instruction - A group of 40 12th graders, who have met 0 benchmarks, will be targeted to participate in intensive instruction (in addition to their coursework) designed to prepare them for COMPASS and/or KYOTE assessments.

Category: Learning Systems

Research Cited:

Activity - Math and English Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of math and English teachers will design weekly interventions that occur during Extended School Services and in school CAT time intervention	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Math Department English Department

Activity - Counseling Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will meet with the selected students to generate interest, student buy-in, and commitment to the program.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department

Activity - Benchmark Progression	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to meet the benchmark for one content area before progressing to a different content area.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Counseling Department Christy Brockman

# Comprehensive School Improvement Plan

Waggener High School

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

## Goal 1:

Maintain a minimum overall score of "Proficient" on the 2016-17 Program Review

## Measurable Objective 1:

collaborate to maintain a score of "Proficient" on the Practical Living and Career Studies Program Review by 12/15/2017 as measured by the State Rubric..

## Strategy1:

Coordinated School Health Committee - A Coordinated School Health Committee (CSHC) will be formed at Waggener and will become an active force in the school.

Category: Professional Learning & Support

Research Cited:

Activity - Cross-disciplinary Physical Education Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee will ensure the physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections to meet the physical activity needs of all students.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Coordinated School Health Committee

Activity - Health and Physical Education Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee (CSHC) will increase the integration of health education instruction and physical activity opportunities throughout the school environment.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Coordinated School Health Committee

Activity - School Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee will develop and implement a school level wellness policy and annually review goals and school wellness.	Policy and Process	08/15/2016	12/15/2017	\$0 - No Funding Required	Coordinated School Health Committee

## Strategy2:

Consumerism Integration - Consumerism topics will be integrated into the total school curriculum.

Category: Learning Systems

## Comprehensive School Improvement Plan

Waggener High School

Research Cited:

Activity - Consumerism curriculum integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consumerism topics will be incorporated into the school-wide Advisory curriculum and the Health and Wellness course curriculum.	Career Preparation/ Orientation	08/15/2016	12/15/2017	\$0 - No Funding Required	Advisory Committee CART, Adam Etienne Health & Wellness teachers

### Measurable Objective 2:

collaborate to maintain a score of "Proficient" on the Arts & Humanities Program Review by 12/15/2017 as measured by the State Rubric..

### Strategy1:

Collaboration with Stakeholders - Arts & Humanities teachers will engage in consistent, intentional collaboration with a variety of stakeholders.

Category: Professional Learning & Support

Research Cited:

Activity - Arts Discipline Based PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts & Humanities teachers will collaborate with the Principal to propose, facilitate, and attend arts discipline based PD opportunities.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	Arts & Humanities Department

Activity - Guest Artist Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts & Humanities teachers will invite guest artists to present to students in art, music, and HAVPA courses.	Community Engagement	08/15/2016	12/15/2017	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Arts & Humanities standards integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts & Humanities teachers will cite specific curriculum standards from each subject where connections to the arts can be made and communicate information to core content teachers/committees in order to create an intentional arts cross-curricular connection.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Arts & Humanities teachers Sarah Hitchings Chesney West

### Strategy2:

Student Artistic Independence - Arts & Humanities teachers will work to foster artistic independence among student artists.

Category: Learning Systems

Research Cited:



## Comprehensive School Improvement Plan

Waggener High School

Activity - Peer Analysis and Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts & Humanities teachers will continually review and adjust teaching methods and communicate high expectations to students as a means of creating a climate where students independently analyze and evaluate peers' work and performances.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Virtual Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts & Humanities teachers will utilize technology to provide virtual field trips to students as a means for reflection to connect student work to professional real-world application.	Field Trip	08/15/2016	12/15/2017	\$0 - No Funding Required	Arts & Humanities teachers

### Measurable Objective 3:

collaborate to improve the school's World Language Program from "Needs Improvement" to "Proficient" by 12/15/2017 as measured by the World Language Program Review State Rubric.

#### Strategy1:

World Language Program Needs Assessment - World Language teachers, ESL teachers, and administrators will identify priority areas of focus from the 2014-2015 World Language Program Review.

Category: Learning Systems

Research Cited:

Activity - Establishment of World Language Action Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on all performance ratings, evidence, and rationales in ASSIST from the previous year, the World Language Program Review Team will create and monitor actions steps to address each identified priority area in the school's World Language program.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	World Language Program Review Team (Schaefer, Carter, Jackson, Wheatley, Brockman, Hitchings, Etienne)

### Measurable Objective 4:

collaborate to maintain a score of "Proficient" on the Writing Program Review by 12/15/2017 as measured by the State Rubric.

#### Strategy1:

Student Writing Progress Monitoring - Student progress in writing will be monitored through the use of formative and summative writing assessments across all content areas. Professional Development will be given to teachers during Gold Days.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Waggener High School

Activity - Content Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Content Literacy Plan will be developed. Progress toward completion of departmental strategies and goals will be shared at ILT.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	AP, Trent Bates Goal Clarity Coach, Kimberly Johnson Departmental PLCs ILT

Activity - Departmental Content Literacy Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work with the Content Literacy specialist to devise departmental goals for the school's Content Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	PLCs Goal Clarity Coach, Kimberly Johnson ILT

### Strategy2:

Collaboration with External Partners - Increase collaboration and communication with external partners, parents, and the community with regard to the school's writing program.

Category: Stakeholder Engagement

Research Cited:

Activity - Collaboration with Writing Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase collaboration with external partners related to writing through avenues such as the Louisville Writing Project and Actors Theater of Louisville.	Community Engagement	08/15/2016	12/15/2017	\$0 - No Funding Required	English Department

Activity - Monthly Writing Spotlight	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will compose a "Monthly Writing Spotlight" to include in the school's newsletter informing parents and the community about the writing program.	Community Engagement	08/12/2015	06/01/2016	\$500 - General Fund	Principal, Katy Zeitz

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school'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 school serves?**

Located in the heart of St. Matthews, Mayme S. Waggener High School has a population of approximately 880 students: 18% LEP (16 different languages), 14% ECE, 68% minority, and 76% low socioeconomic. Waggener's diverse population classifies it as a Title I eligible school. Due to poor student achievement, decreased enrollment, and deficiencies identified by the state, an audit team identified Waggener as a Priority School in 2010. Subsequently, Waggener was slated to begin the formal turnaround process during school years 2011-2012.

As a Priority School, Waggener underwent state audits during the 2010-2011 and 2012-2013 school years. The audit teams identified Waggener's student support services and teacher collaboration (PLC) implementation as strengths of the school. The audit team identified stakeholder involvement and instructional rigor as priority areas of growth. The school's leadership team continues to address areas identified through audit feedback in an effort to continually improve.

Currently, Waggener employs 60 teachers, 4 of which have received their National Board certification and one who was named as an Excel winner. In addition, Waggener has an administrative staff consisting of the principal and two assistant principals. The redesign of the school's Freshman Academy has been a top priority. While an academy was previously in place, the success and performance of the 9th graders was not evident. Administrative and staffing changes were made to the Academy as well as a physical move to a different area of the building. As a result of changes made, decreased behavior referrals and positive cultural changes began to manifest themselves. Since implementation of the Freshman Academy and myriad of interventions provided, the school has reduced 9th grade retentions each year. 98% (196 of 200 students) of the Class of 2018 were promoted to sophomore status after completion of their 9th grade year.

Waggener staffs a student services department consisting of 3 counselors, a career planner, a mental health counselor, a home school coordinator, and a FRYSC.

As a Cohort 2 Priority school, Waggener received School Improvement Grant (SIG) funding. As witnessed in evidence shown throughout the standards, this funding has enabled us to support student learning in a variety of ways. Our teachers have benefited from professional consulting, teacher training, extra-service pay for planning, professional libraries, and technology training and upgrades. Substitute teachers are provided for EOC teachers each nine weeks so teachers may participate in a "Data Day," analyzing student performance results, creating common formative assessments, and planning interventions. Students have benefitted from instructional improvements, test preparation efforts, after school programming, transportation, parent programming, and rewards and celebrations for accomplishments.

Each of JCPS's comprehensive high schools is assigned a Career Theme. Waggener's theme is Medical, Allied Health, and Environment. The school is located in close proximity to 3 major hospital developments, providing a tangible connection to the medical theme. A state of the art medical lab, biomedical classroom, and medical computer lab support quality instruction and provide relevance and credibility to the career and technical programs at Waggener. Waggener provides college credit through Advance Program (AP) courses, as well as courses developed through partnerships with Bellarmine University and the University of Louisville. Waggener is one of three JCPS schools to receive grant funding from AdvanceKY. The intent of the AdvanceKY grant is to increase the number of underrepresented students in AP courses, providing them with instructional supports for success within each course and on the final exam. This grant enables Waggener to increase English, math and science AP offerings, and provides teachers with added training, mentors, stipends for materials, and rewards for

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student achievement. Additionally, students are provided 4 Saturday study sessions, test fee remission, and monetary rewards for scores of 3 or higher.

With the release of the 2014-2015 test scores last Fall, Waggener achieved its Annual Measurable Objective (AMO) for the third consecutive year, obtaining an overall score of 66.2. Waggener has moved from the 6th to the 47th percentile in state ranking over the course of the last three years. As a result of meeting AMO, Waggener high school has now exited Priority status and has been identified as a Focus School in the state's Rewards and Assistance category.

As a recently exited Priority school, school leadership is committed to sustaining academic and noncognitive supports with depleted resources. We are focused on resisting the achievement "dip" that often accompanies dramatic gains. Waggener did not meet AMO in 2016, decreasing in overall accountability by 0.5. School leadership has regrouped the staff around a common Waggener Vision 2020 with the goal of becoming a "Proficient" school by 2020 with focus on the three critical areas of instruction, intervention, and transition.

Although Waggener has witnessed a number of positive changes, we continue to struggle with enrollment and parent involvement. In the past, enrollment at Waggener has reached up to 1400 students. Waggener's current enrollment is 880. Waggener's enrollment remains stagnant due to negative perceptions associated with the following: behavior management issues existing prior to turnaround, low test scores, loss of resources and programs, poor care of facilities, and public identification as a Priority school. Subsequently, Waggener has been unable to retain students in the school's reside area. School leadership continues to work on rebuilding community relationships, while also building an academic curriculum that is relevant, rigorous, and parallel to quality programs offered at competitors' schools. Over time, such changes, along with the continued strengthening of career programs, should lead to an increase in student enrollment.

As stated previously, low levels of parent involvement has been a continuous struggle for Waggener. With a satellite area in the West end of Louisville, Waggener parents often have difficulty attending school events. In the past year and a half, many initiatives have been launched to increase parent involvement, including: establishing stronger relationships with parents by making phone calls and sending newsletters; hosting parent nights; and, holding conferences at various locations within the satellite area. Although parent involvement still lags, Waggener will continue its concentrated efforts to authentically involve parents in the hopes of creating a collaborative partnership focused on the common goal of making every student college and career ready.

## **School's Purpose**

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

A college going, career ready culture was not evident prior to re-staffing efforts. Some adults did not believe all students could be successful in the learning of rigorous content. High expectations for academics and behavior failed to exist for all students. At this time, resources were being allocated for students needing to repeat courses, the high number of retentions, and the loss of instructional time due to behavioral consequences and poor attendance. The school's previous mission statement was too lengthy, and essentially unknown to school stakeholders.

The need for a clear and focused mission was paramount. Due to the organizational shock created by re-staffing efforts (roughly 30% new staff) and leadership change, the new administration saw an opportunity to craft a direct and succinct mission, one focused entirely on building student capacity. Clearly, it was time to communicate Waggener was indeed a school where all students were capable of college and career readiness. The statement "Making every student college and career ready, one wildcat at a time" was presented to staff at the first retreat in 2011 and received overwhelming approval. During the summer of 2014, the staff at Waggener revisited the mission statement and decided to push efforts a step further by creating collective commitments that were intended to hold every member of the school community more accountable, support our mission statement, and further reinforce our high expectations for students and staff. A collaborative process was utilized for staff members to brainstorm and refine commitments that they would be willing to hold each other accountable for and help Waggener become an elite school. The staff created a list of collective commitments as well as additional quality indicators that would demonstrate our commitments and outline the expected best practices that would boost rigor and better prepare our students for college and career.

As previously mentioned, prior to re-staffing the collective culture of Waggener seemed to support an attitude where adults were allowed to believe not all students were capable of learning at high levels. Subsequently, many students were being left behind. Even more challenging, the students had been deeply influenced by this culture, and thus many were not believers in their own efficacy. The administration used the new mission as a tool in their efforts to combat negative beliefs and perceptions. Waggener's mission statement was communicated to all stakeholders via e-mail, print media, newsletters, morning announcements, marketing materials, insignia wear, etc. Students were, and are, told the mission EVERY DAY, sometimes on multiple occasions. As a result, stakeholder groups embraced the new mission, working collaboratively to help build a sense of ownership. Stakeholders not only hear and see the mission, they are also able to witness the variety of strategies employed to further instill the belief that ALL Waggener students can be prepared for college and career.

Dr. Sarah Hitchings, who had previously served as AP at Waggener, was named principal in July of 2016. School leadership took this change in leadership as an opportunity to recenter around a common purpose. The mission remains the same. A succinct measurable vision was created and three focus areas of instruction, intervention, and transition were communicated to the staff. Collaborative leadership was prioritized with the formation of committees and grade level teams. All teachers at Waggener High School now affiliate with a committee (Student Leadership, PBIS, PD, Technology, SST, Curriculum), grade level team, and content-area PLC.

Waggener's mission statement remains at the center of every decision enacted by the administration and support staff. With departments having common planning (due to intentional master scheduling), teachers meet weekly as teams to break down standards, create lessons with formative assessments, and examine student work. Based on the data collected every three weeks, various interventions are put in place. These interventions range from Tier 1 interventions within the classroom, to Tier 3 interventions, such as boot camps (for recovery of

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standards within the school day), Waggener's Pacesetters program (allowing for course remediation), and remedial courses offered on-line through the Edgenuity lab. Waggener's master schedule also allows students needing extra time within a core content class to receive credit.

Waggener's mission (purpose) includes making students both college and career ready. In an effort to accomplish this mission, a test preparation plan was developed to calibrate programs and resources, while communicating such plans to stakeholders. Programs such as Transition Island, and ACT Now Prep Plan have been implemented and assist our students to find success, recover standards, prepare for the ACT, and provide alternative instructional settings that fit student need. In addition, the school offers multiple boot camps for junior and senior students, allowing extra time to students who need to review for the math, reading and English portions of this test. Waggener students also have the opportunity to take the KYOTE, and COMPASS tests. 53% of Waggener's graduating class of 2016 meet all college readiness benchmarks.

Waggener students can choose to participate in our medical, allied health and/or environmental career themes. Several of the course sequences result in students acquiring an industry certification or career readiness endorsement. Once students declare majors, their progress toward pathway completion is monitored and tracked. After successful completion of two career pathway credits, students are eligible to take the Kentucky Occupational Skills Standards Assessment (KOSSA). Successful completion of the KOSSA and ACT Work Keys results in career readiness for students. 15% of Waggener's graduating class of 2015 meet career readiness standards through success pathway completion, passing performance on KOSSA and ACT Work Keys, and obtainment of industry (MNA, EKG, Pharmacy Tech) certifications.

The majority of students at Waggener not only believe they have the capacity to be successful in their post secondary endeavors, they also understand they must assume more personal accountability for their learning, thus advocating for themselves, and seeking assistance and opportunities. Students frequently discuss feeling valued in our school, as they express their belief that the adults at Waggener care deeply, wanting to help each student reach his/her goals.



## **Notable Achievements and Areas of Improvement**

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

Since its designation as a Priority school, Waggener has been the focus of many notable achievements. First and foremost, the school building and facilities have changed dramatically. A concerted effort was made to renovate the facilities via painting (interior and exterior), the additions of banners, new signage, updates to the cafeteria, and the increasing of student gathering spaces at multiple locations around the campus. Together, the many aesthetic efforts put forward by the new administration helped instill a sense of pride within the student population. Additionally, administrators and staff are held responsible for modeling behaviors that teach responsibility and care for our school.

Many significant changes were instituted when Dr. Hitchings' tenure began in July 2016. In an effort to mirror the post-secondary experience, Waggener switched from a trimester to a semester schedule. Additionally, an embedded intervention period (CAT time) is included in the daily schedule to foster students' self-autonomy and executive functioning skills. A positive behavior management system (HERO) has been implemented to increase student interest and engagement.

Even larger changes were realized through the renovations connected to the district and career and technical programs. Within the past year and a half, Waggener was fortunate enough to receive a number of major renovations to our medical wing and science labs. Being recognized by the board of education as a medical magnet, Waggener has developed meaningful partnerships with Norton and Baptist hospitals. Students following the medical career path have are given the opportunity to leave Waggener as a MNA, or as someone prepared to pursue a career in the field of medicine. Representing the district, Waggener's science labs challenge those of the various private schools within Louisville. State of the art science facilities will continue to support our move forward to provide additional course offerings and sequences in health and medicine.

With Waggener choosing to focus on our medical magnet, culinary arts, a previous offering, was eliminated. The outdated and decaying commercial kitchen space was renovated, providing Waggener with two updated art classrooms. In addition, a chorus teacher was hired at the start of the 2011-12 school year. During the previous four years choir had not existed at Waggener. The new director was given a large space and resources to make the appropriate renovations for an excellent choir room. Subsequently, the choral program has grown dramatically. Two art teachers were maintained through the re-staffing, and a new orchestra teacher was hired. The orchestra program is also experiencing rapid growth. A band program is now up and running after spending a year dormant, and is thriving under its new leadership and direction. The new administration is committed to expanding the liberal arts programs, realizing the importance such programs play in the lives of our students.

Waggener has been the fortunate recipient of additional funding through the AdvancedKY grant. Such funding provides students with opportunities to take new course offerings in math and science. In addition, students in advance placement classes receive financial assistance toward the cost of taking end of course exams, as well as AP tutorial sessions on Saturday. With the AdvanceKY program in place, Waggener is increasing the enrollment of underrepresented students in its advance placement classes.

In terms of academic achievements, formative assessment data provides Waggener weekly information about student progress and learning. Upon release of the 2015 state test scores, Waggener again exceeded its AMO for the third consecutive year by 1.2, resulting in an overall performance score of 66.2 and rising to the 47th percentile in the state's rankings. The progress enabled the school to shed its Priority SY 2016-2017

designation, and the school is now labeled as a Focus School in the state's Rewards and Assistance category.

Waggener continues to make tremendous improvement with regard to non-academic indicators. Waggener's number of retentions has decreased drastically throughout turnaround from 135 total retentions in 2011 to 50 retentions in 2014. There was only a 5.5% retention rate for the school in 2015. Waggener's graduation rate rose for the fourth year in a row, resulting in an overall school graduation rate of 88%, a figure above the district's average. With focused efforts and individualized remediation, senior students are able to recover their college readiness benchmarks with the KYOTE or COMPASS tests. The leadership of Waggener High School is focused on sustaining this non-academic success while making positive gains on the academic indicators to mirror them.

Positive changes are occurring outside of the classroom. Waggener has hired several new academic and athletic coaches, new activity sponsors, and formed many new clubs. Waggener's athletic teams have seen success on the field and court, competing and topping the region in a variety of sports. The floor of the large gymnasium was resurfaced over the summer of 2016, and we will be breaking ground on a new 8-lane rubberized track in the summer of 2017. Over the last three years, Waggener has encouraged the creation and expansion of honors based clubs and groups that require various performance expectations in order to be a member or maintain membership. This was a direct result of staffing changes and additions. Additionally, we have seen the beginning of new programs, as well as the reappearance of lost programs and activities such as Debate Team, Quick Recal, Bowling Team, Swimming Team, Bass Fishing Team, Gaming Club, French Honors Society, Poetry Club, Big Red Nation, and more. Students and staff who approach administration with new ideas are supported if possible. We believe the more students we are able to connect and involve in the school community, the more success we will see in the classroom. We also believe teacher and student relationships are fostered through cooperation and collaboration in extra-curricular activities.

Waggener has witnessed many notable achievements during its "turnaround" tenure. From aesthetic changes leading to increased student pride, to major renovations within the building, it is an exciting time to be a student or teacher at Waggener High School. Waggener has had teachers win the Hilliard-Lyons ECE Teacher Excellence Award (Brian O'Neil), Hilliard-Lyons 5-Star Teacher Award (Brian Bowles), Hilliard-Lyons PLC Award (Algebra 2: Jennifer Powell, Jason Veltman, Brent Ortman and CTE: Sarah Hitchings, Don Hudson, Krista Ford, Melinda Hurst, Christy McGrath, Deb Robinson), JCPS EXCEL Teacher of the Year Award (Ashley Harper), JCPS Counselor of the Year Award (Christy Brockman), 14 Governors Scholars participants over the last 4 years, with 5 of them winning Winners Circle recognition for overcoming obstacles in achievement, and we have hosted a Community Foundation's donor circle event titled "How One School is Making it Work". Two teams from Waggener represented the school and district at the 19th annual National Career Academy Coalition conference, presenting on the reduction of 9th grade retentions and cross-curricular units developed after an Externship experience. Academic achievement is moving in the right direction, and word is beginning to spread within the community. Administration and staff are focused on making every student college and career ready, one wildcat at a time, and students are beginning to witness the results of their successful efforts.

**Additional Information**

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

Additional information is available upon request.