KDE Comprehensive School

Improvement Plan

Wayne County High School

Wayne County

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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.

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?

Wayne County High School is located in Monticello, the county seat of Wayne County, in rural southern Kentucky. According to the 2010 census, the population of Wayne County is 20,813. Current enrollment at WCHS is 960 students. The socioeconomic status of our students, as well as the community at-large, is a major educational challenge. According to data from the 2010 census, the median household income in Wayne County is $25,993, resulting in 23.4% of all families in the county living at or below the poverty level. When considering only families with children under age 18, 31% of these families live in poverty. Approximately 70% of our students qualify for free/reduced lunch. The economy of Monticello/Wayne County, once known as the "Houseboat Manufacturing Capitol of the World", has suffered mightily since the global economic crisis of 2008. Worldwide financial instability had a negative impact on demand for luxury items such as houseboats, leading to the close of several local manufacturers. The economy is largely dependent on the manufacture of wood products and various agricultural interests.

One unique feature of the community is its location on the southern shore of Lake Cumberland, making the Wayne County area a popular tourist destination. Tourism does make a significant contribution to the local economy but several factors (lack of restaurants, distance from interstate highway) limit tourist related economic opportunities. Until the summer of 2015, the Lake Cumberland water level had been lowered to fix Wolf Creek Dam which also had a negative economic impact. The water level returned to normal pool during 2015.

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.

The purpose of Wayne County High School is to equip our graduates with the core competencies required by the 21st century workplace, and the skills essential for active and informed citizenship. Our vision is that every graduate be college, career and citizenship ready. Our mission is to educate students in an environment that cultivates critical thinking and problem solving, analysis of information, and effective 21st century communication skills, while fostering collaboration, adaptability, initiative, and imagination in all students. Wayne County High School offers a wide spectrum of programs to help our students realize the vision of college/career readiness. These programs include a variety of Advanced Placement, dual-credit, and dual-enrollment college courses, as well as over thirty career pathways leading to Kentucky Occupational Skills Standards certificates and more than a dozen industry certificates.

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.

For the 2014-2015 accountability cycle, Wayne County High School earned 76.2 accountability points, ranking the school at the 93rd percentile among high schools in the state, and earning the distinguished designation. Wayne County High School is particularly proud of the progress made in the area of college and career readiness. The school was recently recognized for being among the top ten percent of high schools in the state in college/career readiness. WCHS plans to sustain its success with CCR through a three part strategy that encompasses progress monitoring, targeted interventions and student advising. Over the next three years, WCHS hopes to improve the performance of students in the non-duplicated gap group on end of course exams and on-demand writing as well as continue to improve CCR.

Additional Information

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

Wayne County High School is committed to providing a high quality educational experience for all of our students. We are in the process of developing a "Pathways to Readiness" program aimed at further diversifying the educational pathways to meet the individual needs of all of our students.

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Plan Description

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	WCHS will show an increase in the proficiency rating for students in the non-duplicated gap group on all end of course exams and on-demand writing	Objectives: 1 Strategies: 2 Activities: 9	Organizational	$0
2	Increase the percentage of students who are college and career ready.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	$0
3	Increase the cohort graduation rate	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$0
4	Increase student Proficiency on all end-of-course exams and on-demand writing	Objectives: 6 Strategies: 6 Activities: 14	Organizational	$0
5	Wayne County High School will improve access and reliability of Technology	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$0
6	WCHS will reduce the percentage of students scoring Novice in the areas of Reading and Mathematics	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0

Goal 1: WCHS will show an increase in the proficiency rating for students in the non-duplicated gap group on all end of course exams and on-demand writing

Measurable Objective 1:

collaborate to increase the proficiency rating for students in the non-duplicated gap group to the following levels: English 2 - 72.5%, Biology - 50.4%, US History - 59.4%, Algebra 2 - 62.9%, On-Demand Writing - 71.1%, Reading/Math Combined - 67.7% by 05/06/2016 as measured by student performance on end of course exams and on-demand writing.

Strategy 1:

Progress Monitoring - Monitor student progress toward proficiency using results from unit and benchmark assessments.

Category: Continuous Improvement

Activity - PDSA protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the PDSA (Plan, Do, Study, Act) protocol to analyze data from all unit and benchmark assessments and develop an action plan for re-teaching and reassessing those standards found to be at less than mastery level.	Policy and Process	09/14/2015	05/06/2016	$0	No Funding Required	content area teachers, curriculum support staff, principal

Activity - Gap identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a tracking spreadsheet for each EOC class that calculates each student's rolling average and predicts what students are proficient. Gap students will be identified on this spreadsheet. Calculations of the percent proficient students in the gap group will be updated after each unit assessment.	Academic Support Program	09/14/2015	05/06/2016	$0	No Funding Required	content area teachers, curriculum support staff, principal

Activity - Proficiency Watch List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a "watch list" of students who are on the border of proficiency. Update this list after each unit exam and provide to teachers in each content area.	Academic Support Program	09/14/2015	05/06/2016	$0	No Funding Required	Principal and curriculum support staff

Activity - MAP Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in English and Math will utilize MAP Data to set individualized goals and adjust classroom instruction to focus on problem areas.	Academic Support Program	09/14/2015	05/06/2016	$0	No Funding Required	Classroom Teachers, Curriculum Coach, Principal

Strategy 2:

Professional Learning Communities - Teachers will meet in departmental PLC groups to focus on data analysis and action planning.

Category: Professional Learning & Support

Activity - Departmental PLC Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the PDSA discussion protocol in departmental PLC's to promote sharing of ideas regarding instructional and assessment practices that enhance learning.	Professional Learning	09/14/2015	05/06/2016	$0	No Funding Required	content area teachers, curriculum support staff, principal

Activity - Department Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In our most recent TELL Survey, Teachers indicated they did not have enough time to meet with their department. Our Master Schedule has been changed to allow them to utilize Common Planning Periods to collaborate together to improve instruction.	Professional Learning	09/14/2015	05/06/2016	$0	No Funding Required	Classroom Teachers, Principal

Activity - Biology: Reconstruct Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology Teachers will reconstruct Unit Assessments so that all questions are similar in composition with the End of Course exam.	Policy and Process	09/14/2015	05/06/2016	$0	No Funding Required	Biology Teachers

Activity - Biology: More Hands-on Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teachers will use labs/experiments to increase a hands-on approach to allow students to become self-directed learners.	Direct Instruction	09/14/2015	05/06/2016	$0	No Funding Required	Biology Teachers

Activity - US History: Utilize Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
US History teachers will focus on test-taking strategies and vocabulary, including timed reading passages for comprehension, reading speed and summarization, and re-teach missed benchmark questions for daily grades.	Direct Instruction	09/14/2015	05/06/2016	$0	No Funding Required	US History Teachers

Goal 2: Increase the percentage of students who are college and career ready.

Measurable Objective 1:

collaborate to increase the percentage of college and career ready graduates from 75.8% to 80% by 05/27/2016 as measured by KDE's colllege and career readiness measure.

Strategy 1:

Targeted Interventions - Identify students who need additional support to reach their college/career readiness goal, and provide support that is tailored to individual student needs.

Category:

Activity - WorkKeys Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all WCHS Seniors with practice opportunities for WorkKeys assessments during school Red-Zone time.	Direct Instruction	01/11/2016	02/05/2016	$0	No Funding Required	Red Zone teachers with Senior Students

Activity - KOSSA review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a review with all preparatory students prior to the KOSSA test during school Red Zone time.	Academic Support Program	02/22/2016	03/11/2016	$0	No Funding Required	CTE teachers

Activity - Daily ACT Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct daily ACT reviews in English, Reading and Math through English 3 and Algebra 2 classes.	Academic Support Program	08/05/2015	03/07/2016	$0	No Funding Required	English 3 and Algebra 2 teachers

Activity - Use of ZPD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign independent reading in the upper end of students' zone of proximal development (ZPD).	Academic Support Program	08/05/2015	05/27/2016	$0	No Funding Required	English teachers

Strategy 2:

Course and Assessment Alignment - Ensure that the content of all career and technical educational classes aligns with the material to be assessed by KOSSA and WorkKeys

Category:

Activity - TED data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all TED enrollment data is accurate.	Policy and Process	08/05/2015	05/27/2016	$0	No Funding Required	CTE teachers

Activity - Timed reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Give students the opportunity to practice timed reading across all contents. | Direct Instruction | 08/05/2015 | 05/27/2016 | $0 | No Funding Required | all teachers, curriculum support staff, principal |

Activity - Transitional course materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use transitional course materials provided by KDE as a supplement to instruction in College Readiness Math and English classes.	Academic Support Program	08/05/2015	05/27/2016	$0	No Funding Required	college readiness math and English teachers

Strategy 3:

Career Readiness Pathways - Career readiness pathways provide an outline of courses needed to complete a career major and become eligible for KOSSA and/or industry certification.

Category:

Activity - Pathways to Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create/distribute a booklet that highlights Career Readiness programs available at WCHS.	Career Preparation/Orientation	12/01/2015	05/27/2016	$0	No Funding Required	CTE teachers, guidance counselor

Activity - Close the Deal Event	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host a Close the Deal Event in which community and school leaders discuss the importance of WorkKeys for our community and also the importance of being College Ready even if college is not their immediate plans after graduation. Following guest speakers, Senior students will participate in a College Fair.	Career Preparation/Orientation	08/05/2015	10/28/2015	$0	No Funding Required	Principal, Guidance Counselors

Activity - Pathway Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Advising for students, select courses that will ensure all students choose a career pathway that can be completed.	Career Preparation/Orientation	12/01/2015	05/27/2016	$0	Other	Principal, Guidance Counselors, Advising Staff

Goal 3: Increase the cohort graduation rate

Measurable Objective 1:

collaborate to increase the cohort graduation rate to 90.7% by 05/27/2016 as measured by the cohort model.

Strategy 1:

Academic and Career Advising - Students will be provided with the information necessary to make informed decisions about career pathways they may choose to pursue.

Category:

Activity - Career Pathway Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the class registration process, we will use a one on one, Individual Advising Program to provide all students with career pathway information related to their ILP's in order to make good elective choices which will encourage them to seek all avenues of credit that best fit their needs.	Career Preparation/Orientation	12/04/2015	05/27/2016	$0	No Funding Required	Principal, guidance counselor, advisors, CTE teachers

Strategy 2:

Targeted Interventions - Identify students at risk of dropping out of school and provide extra support needed to ensure they remain on track for graduation.

Category:

Activity - Public Relations - 8th and 9th grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase public relations activities with 8th and 9th grade students and parents. This will include tours, presentations on careers, discussions on CTE opportunities at the high school, ILP planning, and implementation of a new, one-on-one Individualized Advisory Program to meet the needs of each individual student.	Policy and Process	12/04/2014	05/27/2016	$0	No Funding Required	Principal, guidance counselor, freshman teachers, CTE teachers, FRYSC Coordinator

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Credit Recovery options both in class and through Odysseyware online for those students who are not making adequate progress toward graduation.	Academic Support Program	08/05/2015	05/27/2016	$0	No Funding Required	Principal, assistant principals, guidance counselor, credit recovery teachers RTI Teachers

Strategy 3:

Persistence to Graduation - Identify students, who because of a variety of factors, are most at risk of dropping out of school.

Category:

Activity - Persistence to Graduation Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan for using the Persistence to Graduation tool with students that includes the following: review of the report, determination of interventions needed for students, plan for implementing and monitoring the interventions.	Other	01/04/2016	05/27/2016	$0	No Funding Required	Principal, Assistant Principals, Guidance Counselor, Attendance Clerks, FRYSC, Virtual School Coordinator

Goal 4: Increase student Proficiency on all end-of-course exams and on-demand writing

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished in reading from 47.8% to 62.3% by 05/22/2015 as measured by student performance on the English 2 EOC.

Strategy 1:

English Course/Assessment Alignment - n/a

Category: Continuous Improvement

Activity - Re-alignment of ACT Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Teachers will re-align ACT English standards across all grade levels.	Professional Learning, Policy and Process	08/05/2015	05/27/2016	$0	No Funding Required	English teachers

Activity - Focus on tonal words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design/incorporate lessons that focus on increasing student understanding of author's tone. Questions regarding tone will be used more frequently throughout the year on formative assessments and will be included on all summative assessments.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	English 2 teachers

Strategy 2:

Individualized Instruction - n/a

Category:

Activity - Independent reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make independent reading assignments based on student MAP scores. Teachers will ensure that struggling readers are selecting high-interest books within their reading zone, provide students with reading strategies/tools to help increase comprehension when reading independently, and provide frequent monitoring of student's progress toward meeting reading goals. Extra time may be provided to complete reading goals if necessary.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	English teachers

Measurable Objective 2:

collaborate to increase the percentage of students scoring proficient/distinguished in science from 29.5% to 38.2% by 05/27/2016 as measured by student performance on the Biology EOC.

(shared) Strategy 1:

Assessment Practices - n/a

Category:

Research Cited: n/a

Activity - Daily Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Quality Core Benchmark questions as daily bellringers. Teachers will discuss the question with the students and provide a rationale for the answer.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	Biology teachers, curriculum support staff, principal

Activity - Reteaching of Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When students show low levels of master on an assessment item, teachers will reteach the concept and recycle those questions onto subsequent unit exams.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	Teachers, curriculum support staff

Activity - Test Taking Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of proper test taking techniques including rewording the question, thorough reading of all answer choices, elimination of obvious distractors, recognition of qualifiers.	Direct Instruction	08/05/2015	08/26/2016	$0	Other	Teachers

Activity - Vocabulary List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze benchmark assessments and identify words they don't know. Teacher will use this analysis to develop a "Top Ten" list of vocabulary words from each benchmark that will be reviewed in class.	Policy and Process	08/05/2015	05/27/2016	$0	No Funding Required	Teachers

Activity - Vocabulary Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a vocabulary journal composed of key vocabulary from each unity. After discussing and recording all the vocabulary in their journals, students will be given an assessment over the vocabulary. Vocabulary words from previous units will be included to review previous content.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	Biology Teachers

Measurable Objective 3:

collaborate to increase the percentage of students scoring proficient/distinguished in social studies from 59.4% to 64% by 05/22/2015 as measured by student performance on the US History EOC.

(shared) Strategy 1:

Assessment Practices - n/a

Category:

Research Cited: n/a

Activity - Daily Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Quality Core Benchmark questions as daily bellringers. Teachers will discuss the question with the students and provide a rationale for the answer.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	Biology teachers, curriculum support staff, principal

Activity - Reteaching of Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When students show low levels of master on an assessment item, teachers will reteach the concept and recycle those questions onto subsequent unit exams.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	Teachers, curriculum support staff

Activity - Test Taking Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of proper test taking techniques including rewording the question, thorough reading of all answer choices, elimination of obvious distractors, recognition of qualifiers.	Direct Instruction	08/05/2015	08/26/2016	$0	Other	Teachers

Activity - Vocabulary List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will analyze benchmark assessments and identify words they don't know. Teacher will use this analysis to develop a "Top Ten" list of vocabulary words from each benchmark that will be reviewed in class. | Policy and Process | 08/05/2015 | 05/27/2016 | $0 | No Funding Required | Teachers |

Activity - Vocabulary Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a vocabulary journal composed of key vocabulary from each unity. After discussing and recording all the vocabulary in their journals, students will be given an assessment over the vocabulary. Vocabulary words from previous units will be included to review previous content.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	Biology Teachers

Measurable Objective 4:

collaborate to increase the percentage of students scoring proficient/distinguished in math from 52.4% to 57.7% by 05/27/2016 as measured by student performance on the Algebra 2 EOC.

Strategy 1:

Math Course/Assessment Alignment - n/a

Category: Continuous Improvement

Activity - Curriculum Map Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise the Algebra 2 course outline and pacing guide to ensure that maximum time is allocated for key concepts.	Policy and Process	08/05/2015	05/27/2016	$0	No Funding Required	Algebra 2 Teachers, curriculum support staff

Activity - Calculator Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use TI-inspire calculators to enhance student understanding of material.	Policy and Process	08/05/2015	05/27/2016	$0	No Funding Required	Algebra 2 Teachers

Measurable Objective 5:

collaborate to increase the percentage of students scoring proficient/distinguished in writing from 46.5% to 58.0% by 05/27/2016 as measured by student performance on the on-demand writing assessment.

Strategy 1:

Direct Instruction - n/a

Category:

Research Cited: n/a

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

English teachers will conduct writing workshops focused on the skills required for on-demand writing. Teachers will breakdown large writing assignments into smaller tasks in order to make the information more accessible for students.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	English teachers

Activity - Argumentative writing/analysis of arguments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design/incorporate lessons that focus on argumentative writing and analysis of arguments. 9th and 10th grade teachers will utilize argumentative texts from Common Core resources and incorporate lessons that focus on argumentation rather than persuasion.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	English teachers

Measurable Objective 6:

collaborate to increase the average combined reading and math proficiency rating from 47.8% to 62.3% by 05/22/2015 as measured by student performance on English 2 and Algebra 2 EOC's.

Strategy 1:

Student Progress Monitoring - n/a

Category:

Research Cited: n/a

Activity - DataLink	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from common unit assessments using the DataLink software.	Policy and Process	08/05/2015	05/27/2016	$0	No Funding Required	teachers of core classes, curriculum coach

Activity - Quality Core Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Quality Core benchmarks to gauge student progress toward proficiency.	Direct Instruction	08/05/2015	05/27/2016	$0	No Funding Required	Teachers of EOC courses

Goal 5: Wayne County High School will improve access and reliability of Technology

Measurable Objective 1:

collaborate to improve access and reliability of technology at Wayne County High School by 05/26/2017 as measured by an improvement in the data received in the next TELL KY survey.

Strategy 1:

Hardware - Wayne County High School will find ways to improve Technology Hardware access and reliability

Category: Other - Technology

Activity - Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCHS will begin using classroom sets of Chromebooks to improve access to reliable technology.	Technology	10/12/2015	05/27/2016	$0	No Funding Required	Classroom Teachers

Activity - Wireless Internet Drops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCHS will have new wireless internet drops installed in each classroom to improve reliability of internet connection.	Technology	01/04/2016	05/27/2016	$0	District Funding	District Technology employees

Activity - Computer Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCHS will create 2 new computer labs	Technology	08/05/2015	05/27/2016	$0	No Funding Required	District Technology Staff

Strategy 2:

Software - Basic Technological needs that we have can be fixed. Implementation will take into consideration areas that need the most support and meet those needs accordingly.

Category: Integrated Methods for Learning

Activity - Converge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCHS will begin implementing Converge, an online Learning Management System to allow teachers to store lessons and content that can be accessed by students at all times.	Technology	08/05/2015	05/27/2016	$0	District Funding	Classroom Teachers

Activity - CERT - College Equipped Readiness Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCHS will offer access to College Equipped Readiness Tool online to interested students. This program will allow students to enhance their success on the ACT.	Technology	10/12/2015	05/27/2016	$0	No Funding Required	School CERT contact teacher

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCHS will purchase USA Test Prep to help increase student knowledge of biology content and standards.	Technology	09/14/2015	05/27/2016	$0	No Funding Required	Biology Teachers

Goal 6: WCHS will reduce the percentage of students scoring Novice in the areas of Reading and Mathematics

Measurable Objective 1:

collaborate to decrease the percentage of the gap group and each individual group within by 10% by 05/27/2016 as measured by the 2015-2016 KY Accountability Achievement Results.

Strategy 1:

Peer Partnerships - Each English teacher will partner with a Social Studies and a Science teacher.

Category: Continuous Improvement

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each English teacher will be assigned to a Social Studies and a Science teacher to collaborate with to develop questions between each other that resemble their areas. English teachers will use some Social Studies and Science content for their assessments and Social Studies/Science teachers will utilize some Reading Comprehension questions on their assessments.	Academic Support Program	09/07/2015	05/27/2016	$0	No Funding Required	English, Social Studies, and Science Teachers

Strategy 2:

Assessment - Assessment will be used to identify students who are scoring at the Novice level and need additional help and support.

Category: Continuous Improvement

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in MAP testing which will help identify students who are projected to score in the Novice category and need additional help and support.	Academic Support Program	08/05/2015	05/27/2016	$0	No Funding Required	English and Math teachers

Strategy 3:

Intervention - WCHS will add an intervention period in the day to help meet the needs of all students prior to the state assessment window.

Category: Continuous Improvement

Activity - Red Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assigned a group for participation in a school-wide intervention program designed to meet the needs of all students related to state assessment.	Academic Support Program	01/11/2016	03/11/2016	$0	No Funding Required	Principal, WCSD Instructional Supervisor, WCHS Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wireless Internet Drops	WCHS will have new wireless internet drops installed in each classroom to improve reliability of internet connection.	Technology	01/04/2016	05/27/2016	$0	District Technology employees
Converge	WCHS will begin implementing Converge, an online Learning Management System to allow teachers to store lessons and content that can be accessed by students at all times.	Technology	08/05/2015	05/27/2016	$0	Classroom Teachers
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
USA Test Prep	WCHS will purchase USA Test Prep to help increase student knowledge of biology content and standards.	Technology	09/14/2015	05/27/2016	$0	Biology Teachers
Curriculum Map Revision	Revise the Algebra 2 course outline and pacing guide to ensure that maximum time is allocated for key concepts.	Policy and Process	08/05/2015	05/27/2016	$0	Algebra 2 Teachers, curriculum support staff
Argumentative writing/analysis of arguments	Design/incorporate lessons that focus on argumentative writing and analysis of arguments. 9th and 10th grade teachers will utilize argumentative texts from Common Core resources and incorporate lessons that focus on argumentation rather than persuasion.	Direct Instruction	08/05/2015	05/27/2016	$0	English teachers
Daily ACT Reviews	Conduct daily ACT reviews in English, Reading and Math through English 3 and Algebra 2 classes.	Academic Support Program	08/05/2015	03/07/2016	$0	English 3 and Algebra 2 teachers
PDSA protocol	Use the PDSA (Plan, Do, Study, Act) protocol to analyze data from all unit and benchmark assessments and develop an action plan for re-teaching and reassessing those standards found to be at less than mastery level.	Policy and Process	09/14/2015	05/06/2016	$0	content area teachers, curriculum support staff, principal
Vocabulary List	Students will analyze benchmark assessments and identify words they don't know. Teacher will use this analysis to develop a "Top Ten" list of vocabulary words from each benchmark that will be reviewed in class.	Policy and Process	08/05/2015	05/27/2016	$0	Teachers

Biology: More Hands-on Labs	Biology teachers will use labs/experiments to increase a hands-on approach to allow students to become self-directed learners.	Direct Instruction	09/14/2015	05/06/2016	$0	Biology Teachers
CERT - College Equipped Readiness Tool	WCHS will offer access to College Equipped Readiness Tool online to interested students. This program will allow students to enhance their success on the ACT.	Technology	10/12/2015	05/27/2016	$0	School CERT contact teacher
DataLink	Analyze data from common unit assessments using the DataLink software.	Policy and Process	08/05/2015	05/27/2016	$0	teachers of core classes, curriculum coach
Public Relations - 8th and 9th grade	Increase public relations activities with 8th and 9th grade students and parents. This will include tours, presentations on careers, discussions on CTE opportunities at the high school, ILP planning, and implementation of a new, one-on-one Individualized Advisory Program to meet the needs of each individual student.	Policy and Process	12/04/2014	05/27/2016	$0	Principal, guidance counselor, freshman teachers, CTE teachers, FRYSC Coordinator
Transitional course materials	Use transitional course materials provided by KDE as a supplement to instruction in College Readiness Math and English classes.	Academic Support Program	08/05/2015	05/27/2016	$0	college readiness math and English teachers
Daily Bellringers	Teachers will use Quality Core Benchmark questions as daily bellringers. Teachers will discuss the question with the students and provide a rationale for the answer.	Direct Instruction	08/05/2015	05/27/2016	$0	Biology teachers, curriculum support staff, principal
Independent reading	Make independent reading assignments based on student MAP scores. Teachers will ensure that struggling readers are selecting high-interest books within their reading zone, provide students with reading strategies/tools to help increase comprehension when reading independently, and provide frequent monitoring of student's progress toward meeting reading goals. Extra time may be provided to complete reading goals if necessary.	Direct Instruction	08/05/2015	05/27/2016	$0	English teachers
WorkKeys Intervention	Provide all WCHS Seniors with practice opportunities for WorkKeys assessments during school Red-Zone time.	Direct Instruction	01/11/2016	02/05/2016	$0	Red Zone teachers with Senior Students
Writing Workshop	English teachers will conduct writing workshops focused on the skills required for on-demand writing. Teachers will breakdown large writing assignments into smaller tasks in order to make the information more accessible for students.	Direct Instruction	08/05/2015	05/27/2016	$0	English teachers
Quality Core Benchmarks	Use Quality Core benchmarks to gauge student progress toward proficiency.	Direct Instruction	08/05/2015	05/27/2016	$0	Teachers of EOC courses

Collaboration	Each English teacher will be assigned to a Social Studies and a Science teacher to collaborate with to develop questions between each other that resemble their areas. English teachers will use some Social Studies and Science content for their assessments and Social Studies/Science teachers will utilize some Reading Comprehension questions on their assessments.	Academic Support Program	09/07/2015	05/27/2016	$0	English, Social Studies, and Science Teachers
Pathways to Readiness	Create/distribute a booklet that highlights Career Readiness programs available at WCHS.	Career Preparation/Orientation	12/01/2015	05/27/2016	$0	CTE teachers, guidance counselor
Re-alignment of ACT Standards	English Teachers will re-align ACT English standards across all grade levels.	Professional Learning, Policy and Process	08/05/2015	05/27/2016	$0	English teachers
Biology: Reconstruct Unit Assessments	Biology Teachers will reconstruct Unit Assessments so that all questions are similar in composition with the End of Course exam.	Policy and Process	09/14/2015	05/06/2016	$0	Biology Teachers
Red Zone	All students will be assigned a group for participation in a school-wide intervention program designed to meet the needs of all students related to state assessment.	Academic Support Program	01/11/2016	03/11/2016	$0	Principal, WCSD Instructional Supervisor, WCHS Instructional Coach
Use of ZPD	Assign independent reading in the upper end of students' zone of proximal development (ZPD).	Academic Support Program	08/05/2015	05/27/2016	$0	English teachers
Credit Recovery	Implement Credit Recovery options both in class and through Odysseyware online for those students who are not making adequate progress toward graduation.	Academic Support Program	08/05/2015	05/27/2016	$0	Principal, assistant principals, guidance counselor, credit recovery teachers RTI Teachers
Persistence to Graduation Implementation Plan	Develop a plan for using the Persistence to Graduation tool with students that includes the following: review of the report, determination of interventions needed for students, plan for implementing and monitoring the interventions.	Other	01/04/2016	05/27/2016	$0	Principal, Assistant Principals, Guidance Counselor, Attendance Clerks, FRYSC, Virtual School Coordinator
Chromebooks	WCHS will begin using classroom sets of Chromebooks to improve access to reliable technology.	Technology	10/12/2015	05/27/2016	$0	Classroom Teachers

Proficiency Watch List	Create a "watch list" of students who are on the border of proficiency. Update this list after each unit exam and provide to teachers in each content area.	Academic Support Program	09/14/2015	05/06/2016	$0	Principal and curriculum support staff
TED data review	Ensure that all TED enrollment data is accurate.	Policy and Process	08/05/2015	05/27/2016	$0	CTE teachers
Vocabulary Journals	Students will keep a vocabulary journal composed of key vocabulary from each unity. After discussing and recording all the vocabulary in their journals, students will be given an assessment over the vocabulary. Vocabulary words from previous units will be included to review previous content.	Direct Instruction	08/05/2015	05/27/2016	$0	Biology Teachers
Gap identification	Create a tracking spreadsheet for each EOC class that calculates each student's rolling average and predicts what students are proficient. Gap students will be identified on this spreadsheet. Calculations of the percent proficient students in the gap group will be updated after each unit assessment.	Academic Support Program	09/14/2015	05/06/2016	$0	content area teachers, curriculum support staff, principal
US History: Utilize Strategies	US History teachers will focus on test-taking strategies and vocabulary, including timed reading passages for comprehension, reading speed and summarization, and re-teach missed benchmark questions for daily grades.	Direct Instruction	09/14/2015	05/06/2016	$0	US History Teachers
Career Pathway Information	During the class registration process, we will use a one on one, Individual Advising Program to provide all students with career pathway information related to their ILP's in order to make good elective choices which will encourage them to seek all avenues of credit that best fit their needs.	Career Preparation/Orientation	12/04/2015	05/27/2016	$0	Principal, guidance counselor, advisors, CTE teachers
MAP Testing	All students will participate in MAP testing which will help identify students who are projected to score in the Novice category and need additional help and support.	Academic Support Program	08/05/2015	05/27/2016	$0	English and Math teachers
Computer Labs	WCHS will create 2 new computer labs	Technology	08/05/2015	05/27/2016	$0	District Technology Staff
Timed reading	Give students the opportunity to practice timed reading across all contents.	Direct Instruction	08/05/2015	05/27/2016	$0	all teachers, curriculum support staff, principal
Focus on tonal words	Design/incorporate lessons that focus on increasing student understanding of author's tone. Questions regarding tone will be used more frequently throughout the year on formative assessments and will be included on all summative assessments.	Direct Instruction	08/05/2015	05/27/2016	$0	English 2 teachers
Close the Deal Event	Host a Close the Deal Event in which community and school leaders discuss the importance of WorkKeys for our community and also the importance of being College Ready even if college is not their immediate plans after graduation. Following guest speakers, Senior students will participate in a College Fair.	Career Preparation/Orientation	08/05/2015	10/28/2015	$0	Principal, Guidance Counselors
Calculator Review	Use TI-inspire calculators to enhance student understanding of material.	Policy and Process	08/05/2015	05/27/2016	$0	Algebra 2 Teachers

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Data Analysis	Teachers in English and Math will utilize MAP Data to set individualized goals and adjust classroom instruction to focus on problem areas.	Academic Support Program	09/14/2015	05/06/2016	$0	Classroom Teachers, Curriculum Coach, Principal
Reteaching of Content	When students show low levels of master on an assessment item, teachers will reteach the concept and recycle those questions onto subsequent unit exams.	Direct Instruction	08/05/2015	05/27/2016	$0	Teachers, curriculum support staff
Department Collaboration	In our most recent TELL Survey, Teachers indicated they did not have enough time to meet with their department. Our Master Schedule has been changed to allow them to utilize Common Planning Periods to collaborate together to improve instruction.	Professional Learning	09/14/2015	05/06/2016	$0	Classroom Teachers, Principal
Departmental PLC Groups	Use the PDSA discussion protocol in departmental PLC's to promote sharing of ideas regarding instructional and assessment practices that enhance learning.	Professional Learning	09/14/2015	05/06/2016	$0	content area teachers, curriculum support staff, principal
KOSSA review	Conduct a review with all preparatory students prior to the KOSSA test during school Red Zone time.	Academic Support Program	02/22/2016	03/11/2016	$0	CTE teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Test Taking Techniques	Teachers will instruct students in the use of proper test taking techniques including rewording the question, thorough reading of all answer choices, elimination of obvious distractors, recognition of qualifiers.	Direct Instruction	08/05/2015	08/26/2016	$0	Teachers
Pathway Advising	During Advising for students, select courses that will ensure all students choose a career pathway that can be completed.	Career Preparation/Orientation	12/01/2015	05/27/2016	$0	Principal, Guidance Counselors, Advising Staff
				Total	$0	

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?

As we look at the data, our goal is to determine the progress of our students toward the rigorous academic goals established by the Kentucky Board of Education. We also hope to identify non-academic, internal factors that may have an impact on student performance. The data will not reveal external factors (emotional, social, psychological) that may form barriers to success.

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?

College/career readiness is a clear strength identified in the data. We hope to sustain our success with CCR by continuing to closely monitor the progress of all students toward their personal CCR goals. We also plan to continue with targeted interventions designed to provide students with the extra support needed to become CCR (transitional courses, WorkKeys help sessions, ACT interventions, etc.). Our plan is to increase the emphasis on career pathways, with the goal of having every student on a career pathway by the end of the 9th grade year.

Student performance on the end of course exam in Algebra 2 have made dramatic improvements. We plan to continue progress monitoring student progress toward mastery of standards using data from unit assessments in all EOC areas.

Student performance on the ACT also improved in 2015. There were significant increases in the percentage of students meeting the benchmark in English and reading.

Opportunities for Improvement

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

A. Graduation Rate - We did not meet the Graduation Rate goal. We plan to use alternative instruction for some students who might drop out if not presented with other options to complete their requirements. We will use Odysseyware as an online program to gain credits for those who may be behind in credits or have abnormal reasons why they can't come the traditional 8:15 - 3:15 school day.

B. Achievement of students in the gap group - We have identified gap students in our progress monitoring data so that we can provide additional support to those students who are not currently demonstrating proficiency.

C. Student achievement on English 2, US History and Biology EOC's - Teachers are using the PDSA protocol to analyze data from unit and benchmark assessments and to reteach content not mastered at appropriate levels. Researched, online resources are also being evaluated as an additional option to help facilitate improvement.

Conclusion

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

The EOC areas of English 2, US History and Biology are the most needed areas for improvement. We are devoting resources, PD, and increased collaboration between those areas to improve scores. One of the first implementations is a "Peer Partnership" program that pairs one teacher from each area together as peer partners to bounce ideas and content off each other. Biology and US History teachers can benefit by using Reading - type questions on their assessments, as well as English 2 teachers can benefit by using Biology and US History content in their classes to utilize for Reading Comprehension practice.

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:

Wayne County High School will improve access and reliability of Technology

Measurable Objective 1:

collaborate to improve access and reliability of technology at Wayne County High School by 05/26/2017 as measured by an improvement in the data received in the next TELL KY survey.

Strategy1:

Hardware - Wayne County High School will find ways to improve Technology Hardware access and reliability

Category: Other - Technology

Research Cited:

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCHS will begin using classroom sets of Chromebooks to improve access to reliable technology.	Technology	10/12/2015	05/27/2016	$60000 - District Funding	Classroom Teachers

Activity - Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCHS will create 2 new computer labs	Technology	08/05/2015	05/27/2016	$30000 - District Funding	District Technology Staff

Activity - Wireless Internet Drops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCHS will have new wireless internet drops installed in each classroom to improve reliability of internet connection.	Technology	01/04/2016	05/27/2016	$0 - District Funding	District Technology employees

Strategy2:

Software - Basic Technological needs that we have can be fixed. Implementation will take into consideration areas that need the most support and meet those needs accordingly.

Category: Integrated Methods for Learning

Research Cited:

Activity - Converge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCHS will begin implementing Converge, an online Learning Management System to allow teachers to store lessons and content that can be accessed by students at all times.	Technology	08/05/2015	05/27/2016	$0 - District Funding	Classroom Teachers

Activity - Biology Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCHS will purchase biology software to help increase student knowledge of biology content and standards.	Technology	09/14/2015	05/27/2016	$300 - General Fund	Biology Teachers

Activity - CERT - College Equipped Readiness Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCHS will offer access to College Equipped Readiness Tool online to interested students. This program will allow students to enhance their success on the ACT.	Technology	10/12/2015	05/27/2016	$1000 - Other	School CERT contact teacher

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

Goal 1:

Increase student achievement on all end-of-course exams and on-demand writing

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished in reading from 47.8% to 62.3% by 05/22/2015 as measured by student performance on the English 2 EOC.

Strategy1:

English Course/Assessment Alignment - n/a

Category: Continuous Improvement

Research Cited:

Activity - Focus on tonal words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design/incorporate lessons that focus on increasing student understanding of author's tone. Questions regarding tone will be used more frequently throughout the year on formative assessments and will be included on all summative assessments.	Direct Instruction	08/05/2015	05/27/2016	$0 - No Funding Required	English 2 teachers

Activity - Re-alignment of ACT Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Teachers will re-align ACT English standards across all grade levels.	Professional Learning Policy and Process	08/05/2015	05/27/2016	$0 - No Funding Required	English teachers

Strategy2:

Individualized Instruction - n/a

Category:

Research Cited:

Activity - Independent reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make independent reading assignments based on student MAP scores. Teachers will ensure that struggling readers are selecting high-interest books within their reading zone, provide students with reading strategies/tools to help increase comprehension when reading independently, and provide frequent monitoring of student's progress toward meeting reading goals. Extra time may be provided to complete reading goals if necessary.	Direct Instruction	08/05/2015	05/27/2016	$0 - No Funding Required	English teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency rating from 47.8% to 62.3% by 05/22/2015 as measured by student performance on English 2 and Algebra 2 EOC's.

Strategy1:

Student Progress Monitoring - n/a

Category:

Research Cited: n/a

Activity - Quality Core Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Quality Core benchmarks to gauge student progress toward proficiency.	Direct Instruction	08/05/2015	05/27/2016	$0 - No Funding Required	Teachers of EOC courses

Activity - DataLink	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from common unit assessments using the DataLink software.	Policy and Process	08/05/2015	05/27/2016	$0 - No Funding Required	teachers of core classes, curriculum coach

Measurable Objective 3:

collaborate to increase the percentage of students scoring proficient/distinguished in math from 52.4% to 57.7% by 05/27/2016 as measured by student performance on the Algebra 2 EOC.

Strategy1:

Math Course/Assessment Alignment - n/a

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the Algebra 2 course outline and pacing guide to ensure that maximum time is allocated for key concepts.	Policy and Process	08/05/2015	05/27/2016	$0 - No Funding Required	Algebra 2 Teachers, curriculum support staff

Activity - Calculator Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use TI-inspire calculators to enhance student understanding of material.	Policy and Process	08/05/2015	05/27/2016	$0 - No Funding Required	Algebra 2 Teachers

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:

WCHS will show an increase in the proficiency rating for students in the non-duplicated gap group on all end of course exams and on-demand writing

Measurable Objective 1:

collaborate to increase the proficiency rating for students in the non-duplicated gap group to the following levels: English 2 - 72.5%, Biology - 50.4%, US History - 59.4%, Algebra 2 - 62.9%, On-Demand Writing - 71.1%, Reading/Math Combined - 67.7% by 05/06/2016 as measured by student performance on end of course exams and on-demand writing.

Strategy1:

Professional Learning Communities - Teachers will meet in departmental PLC groups to focus on data analysis and action planning.

Category: Professional Learning & Support

Research Cited:

Activity - Department Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In our most recent TELL Survey, Teachers indicated they did not have enough time to meet with their department. Our Master Schedule has been changed to allow them to utilize Common Planning Periods to collaborate together to improve instruction.	Professional Learning	09/14/2015	05/06/2016	$0 - No Funding Required	Classroom Teachers, Principal

Activity - Biology: Reconstruct Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Biology Teachers will reconstruct Unit Assessments so that all questions are similar in composition with the End of Course exam.	Policy and Process	09/14/2015	05/06/2016	$0 - No Funding Required	Biology Teachers

Activity - Biology: More Hands-on Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Biology teachers will use labs/experiments to increase a hands-on approach to allow students to become self-directed learners.	Direct Instruction	09/14/2015	05/06/2016	$0 - No Funding Required	Biology Teachers

Activity - Departmental PLC Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the PDSA discussion protocol in departmental PLC's to promote sharing of ideas regarding instructional and assessment practices that enhance learning.	Professional Learning	09/14/2015	05/06/2016	$0 - No Funding Required	content area teachers, curriculum support staff, principal

Activity - US History: Utilize Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
US History teachers will focus on test-taking strategies and vocabulary, including timed reading passages for comprehension, reading speed and summarization, and re-teach missed benchmark questions for daily grades.	Direct Instruction	09/14/2015	05/06/2016	$0 - No Funding Required	US History Teachers

Strategy2:

Progress Monitoring - Monitor student progress toward proficiency using results from unit and benchmark assessments.

Category: Continuous Improvement

Research Cited:

Activity - Gap identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a tracking spreadsheet for each EOC class that calculates each student's rolling average and predicts what students are proficient. Gap students will be identified on this spreadsheet. Calculations of the percent proficient students in the gap group will be updated after each unit assessment.	Academic Support Program	09/14/2015	05/06/2016	$0 - No Funding Required	content area teachers, curriculum support staff, principal

Activity - MAP Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in English and Math will utilize MAP Data to set individualized goals and adjust classroom instruction to focus on problem areas.	Academic Support Program	09/14/2015	05/06/2016	$0 - No Funding Required	Classroom Teachers, Curriculum Coach, Principal

Activity - PDSA protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the PDSA (Plan, Do, Study, Act) protocol to analyze data from all unit and benchmark assessments and develop an action plan for re-teaching and reassessing those standards found to be at less than mastery level.	Policy and Process	09/14/2015	05/06/2016	$0 - No Funding Required	content area teachers, curriculum support staff, principal

Activity - Proficiency Watch List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a "watch list" of students who are on the border of proficiency. Update this list after each unit exam and provide to teachers in each content area.	Academic Support Program	09/14/2015	05/06/2016	$0 - No Funding Required	Principal and curriculum support staff

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

Goal 1:

Increase the cohort graduation rate

Measurable Objective 1:

collaborate to increase the cohort graduation rate to 90.7% by 05/27/2016 as measured by the cohort model.

Strategy1:

Academic and Career Advising - Students will be provided with the information necessary to make informed decisions about career pathways they may choose to pursue.

Category:

Research Cited:

Activity - Career Pathway Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the class registration process, we will use a one on one, Individual Advising Program to provide all students with career pathway information related to their ILP's in order to make good elective choices which will encourage them to seek all avenues of credit that best fit their needs.	Career Preparation/ Orientation	12/04/2015	05/27/2016	$0 - No Funding Required	Principal, guidance counselor, advisors, CTE teachers

Strategy2:

Targeted Interventions - Identify students at risk of dropping out of school and provide extra support needed to ensure they remain on track

for graduation.

Category:

Research Cited:

Activity - Public Relations - 8th and 9th grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase public relations activities with 8th and 9th grade students and parents. This will include tours, presentations on careers, discussions on CTE opportunities at the high school, ILP planning, and implementation of a new, one-on-one Individualized Advisory Program to meet the needs of each individual student.	Policy and Process	12/04/2014	05/27/2016	$0 - No Funding Required	Principal, guidance counselor, freshman teachers, CTE teachers, FRYSC Coordinator

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Credit Recovery options both in class and through Odysseyware online for those students who are not making adequate progress toward graduation.	Academic Support Program	08/05/2015	05/27/2016	$0 - No Funding Required	Principal, assistant principals, guidance counselor, credit recovery teachers RTI Teachers

Strategy3:

Persistence to Graduation - Identify students, who because of a variety of factors, are most at risk of dropping out of school.

Category:

Research Cited:

Activity - Persistence to Graduation Implementation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan for using the Persistence to Graduation tool with students that includes the following: review of the report, determination of interventions needed for students, plan for implementing and monitoring the interventions.	Other	01/04/2016	05/27/2016	$0 - No Funding Required	Principal, Assistant Principals, Guidance Counselor, Attendance Clerks, FRYSC, Virtual School Coordinator

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

Goal 1:

Increase the percentage of students who are college and career ready.

Measurable Objective 1:

collaborate to increase the percentage of college and career ready graduates from 75.8% to 80% by 05/27/2016 as measured by KDE's

colllege and career readiness measure.

Strategy1:

Career Readiness Pathways - Career readiness pathways provide an outline of courses needed to complete a career major and become

eligible for KOSSA and/or industry certification.

Category:

Research Cited:

Activity - Pathways to Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create/distribute a booklet that highlights Career Readiness programs available at WCHS.	Career Preparation/ Orientation	12/01/2015	05/27/2016	$0 - No Funding Required	CTE teachers, guidance counselor

Activity - Pathway Advising	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Advising for students, select courses that will ensure all students choose a career pathway that can be completed.	Career Preparation/ Orientation	12/01/2015	05/27/2016	$0 - Other	Principal, Guidance Counselors, Advising Staff

Activity - Close the Deal Event	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a Close the Deal Event in which community and school leaders discuss the importance of WorkKeys for our community and also the importance of being College Ready even if college is not their immediate plans after graduation. Following guest speakers, Senior students will participate in a College Fair.	Career Preparation/ Orientation	08/05/2015	10/28/2015	$0 - No Funding Required	Principal, Guidance Counselors

Strategy2:

Course and Assessment Alignment - Ensure that the content of all career and technical educational classes aligns with the material to be

assessed by KOSSA and WorkKeys

Category:

Research Cited:

Activity - TED data review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all TED enrollment data is accurate.	Policy and Process	08/05/2015	05/27/2016	$0 - No Funding Required	CTE teachers

Activity - Transitional course materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use transitional course materials provided by KDE as a supplement to instruction in College Readiness Math and English classes.	Academic Support Program	08/05/2015	05/27/2016	$0 - No Funding Required	college readiness math and English teachers

Activity - Timed reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Give students the opportunity to practice timed reading across all contents.	Direct Instruction	08/05/2015	05/27/2016	$0 - No Funding Required	all teachers, curriculum support staff, principal

Strategy3:

Targeted Interventions - Identify students who need additional support to reach their college/career readiness goal, and provide support that is tailored to individual student needs.

Category:

Research Cited:

Activity - Use of ZPD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assign independent reading in the upper end of students' zone of proximal development (ZPD).	Academic Support Program	08/05/2015	05/27/2016	$0 - No Funding Required	English teachers

Activity - Daily ACT Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct daily ACT reviews in English, Reading and Math through English 3 and Algebra 2 classes.	Academic Support Program	08/05/2015	03/07/2016	$0 - No Funding Required	English 3 and Algebra 2 teachers

Activity - WorkKeys Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all WCHS Seniors with practice opportunities for WorkKeys assessments during school Red-Zone time.	Direct Instruction	01/11/2016	02/05/2016	$0 - No Funding Required	Red Zone teachers with Senior Students

Activity - KOSSA review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a review with all preparatory students prior to the KOSSA test during school Red Zone time.	Academic Support Program	02/22/2016	03/11/2016	$0 - No Funding Required	CTE teachers

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

Goal 1:

Increase the percentage of students who are college and career ready.

Measurable Objective 1:

collaborate to increase the percentage of college and career ready graduates from 75.8% to 80% by 05/27/2016 as measured by KDE's colllege and career readiness measure.

Strategy1:

Course and Assessment Alignment - Ensure that the content of all career and technical educational classes aligns with the material to be assessed by KOSSA and WorkKeys

Category:

Research Cited:

Activity - TED data review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all TED enrollment data is accurate.	Policy and Process	08/05/2015	05/27/2016	$0 - No Funding Required	CTE teachers

Activity - Transitional course materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use transitional course materials provided by KDE as a supplement to instruction in College Readiness Math and English classes.	Academic Support Program	08/05/2015	05/27/2016	$0 - No Funding Required	college readiness math and English teachers

Activity - Timed reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Give students the opportunity to practice timed reading across all contents.	Direct Instruction	08/05/2015	05/27/2016	$0 - No Funding Required	all teachers, curriculum support staff, principal

Strategy2:

Career Readiness Pathways - Career readiness pathways provide an outline of courses needed to complete a career major and become eligible for KOSSA and/or industry certification.

Category:

Research Cited:

Activity - Pathway Advising	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Advising for students, select courses that will ensure all students choose a career pathway that can be completed.	Career Preparation/ Orientation	12/01/2015	05/27/2016	$0 - Other	Principal, Guidance Counselors, Advising Staff

Activity - Close the Deal Event	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a Close the Deal Event in which community and school leaders discuss the importance of WorkKeys for our community and also the importance of being College Ready even if college is not their immediate plans after graduation. Following guest speakers, Senior students will participate in a College Fair.	Career Preparation/ Orientation	08/05/2015	10/28/2015	$0 - No Funding Required	Principal, Guidance Counselors

Activity - Pathways to Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create/distribute a booklet that highlights Career Readiness programs available at WCHS.	Career Preparation/ Orientation	12/01/2015	05/27/2016	$0 - No Funding Required	CTE teachers, guidance counselor

Strategy3:

Targeted Interventions - Identify students who need additional support to reach their college/career readiness goal, and provide support that

is tailored to individual student needs.

Category:

Research Cited:

Activity - KOSSA review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a review with all preparatory students prior to the KOSSA test during school Red Zone time.	Academic Support Program	02/22/2016	03/11/2016	$0 - No Funding Required	CTE teachers

Activity - WorkKeys Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all WCHS Seniors with practice opportunities for WorkKeys assessments during school Red-Zone time.	Direct Instruction	01/11/2016	02/05/2016	$0 - No Funding Required	Red Zone teachers with Senior Students

Activity - Daily ACT Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct daily ACT reviews in English, Reading and Math through English 3 and Algebra 2 classes.	Academic Support Program	08/05/2015	03/07/2016	$0 - No Funding Required	English 3 and Algebra 2 teachers

Activity - Use of ZPD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assign independent reading in the upper end of students' zone of proximal development (ZPD).	Academic Support Program	08/05/2015	05/27/2016	$0 - No Funding Required	English teachers

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	A comprehensive needs assessment was implemented at WCHS to examine and evaluate all programs included in KY's Accountability areas. Academic data was reviewed and Needs were assessed relative to every program in WCHS.	

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	The school has strengthened the core academic programs by such research-based strategies as RtI, Red Zone, MAP testing, PDSA protocol, and other supports.	

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	The school is undergoing school-wide Red Zone implementation to provide intensive, additional instruction for students experiencing the greatest degree of difficulty mastering state academic achievement standards.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school currently has all highly qualified teachers except one opening that has recently come about in mathematics due to the departure of a teacher for another position in the district. We are currently in the process of recruiting a HQT by posting the position on the KEPS website as well as contacting our nearest colleges/universities for newly available, certified teachers.	

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.	N/A	WCHS is not a Title 1 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.	No	WCHS has encouraged parental participation in all areas of the school. We have saw increased parental involvement and are actively trying to reach more parents through social media and the purchase of a new LED sign. WCHS has a Parent Involvement Policy but not a Parent Compact.	

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

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	The school provided PD activities identified in the needs assessment for all staff members who will serve students.	

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	The school SBDM routinely examines the CSIP and uses achievement results to drive policies/procedures at WCHS.	

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.	N/A	The school did conduct a comprehensive needs assessment based on a review of all academic achievement data. The school is not a Title 1 school, however.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	The school developed a Red Zone intervention program to support and assist students. Research-based instructional strategies are used.	

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.	N/A	Not a Title 1 School	

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	The Red Zone implementation allows for targeted assistance activities above and beyond the regular RtI activities and coordinate with regular educational programs.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	N/A	Not a Title 1 School	

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	Individual student MAP results are used to identify students who are not meeting benchmark and are used to identify students for targeted assistance. Professional Development will be used to cover needed instructional strategies.	

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.	N/A	Not a Title 1 school.	

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.	N/A	Not a Title 1 School	

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.	No	WCHS has encouraged parental participation in all areas of the school. We have saw increased parental involvement and are actively trying to reach more parents through social media and the purchase of a new LED sign. WCHS has a Parent Involvement Policy but not a Parent Compact.	

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	The eight TAP components were used in the existing CSIP process.	

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.	N/A	Not a Title 1 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	WCHS's SBDM evaluates the implementation of the CSIP and student achievement results and uses those to make informed changes when needed.	

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	http://www3.wayne.kyschools.us/docs/2014-2015%20WC%20High%20School%20c.%20plan.pdf	

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	SBDM uses a PD committee to drive the needs of the school based on academic achievement and CCR statistics.	

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.	No	Not a Title 1 School	

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	All para-educators work under the direct supervision of a highly qualified teacher.	

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		

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	All para-educators have limited duties, if any at all.	

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	Not a Title 1 school	

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

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?

Justin Alley - Principal

Jason Kennett - SBDM Teacher Member

Danny Upchurch - SBDM Teacher Member

Stacy Perkins - SBDM Teacher Member

Edgar Davis - SBDM Parent Member

Bubby Corder - SBDM Parent Member

Mikki Simmons - Teacher

Alan Doss - Parent

Jackson Kennett - Student

Jakson Baker - Student

Relationship Building

Overall Rating: 2.86

	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.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	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: 2.86

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.29

	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.	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.	Proficient

	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

	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.67

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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.	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.	Proficient

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 1.83

	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 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 exhibits some student work with scoring guide and proficient level work.	Apprentice

	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 some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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: 2.5

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	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.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

Areas of Strength - WCHS has strengths in Relationship Building and Community Partnerships

Areas for Improvement - WCHS has room to improve in Advocacy and Learning Opportunities

Plans to Sustain Strengths - Continue with parent conferences and parent contacts. Continue ESL Newcomer Academy.

Plans to Improve Areas of Need - Ask the school culture committee to develop a plan to provide learning opportunities for parents

Report Summary

Scores By Section

Section Score
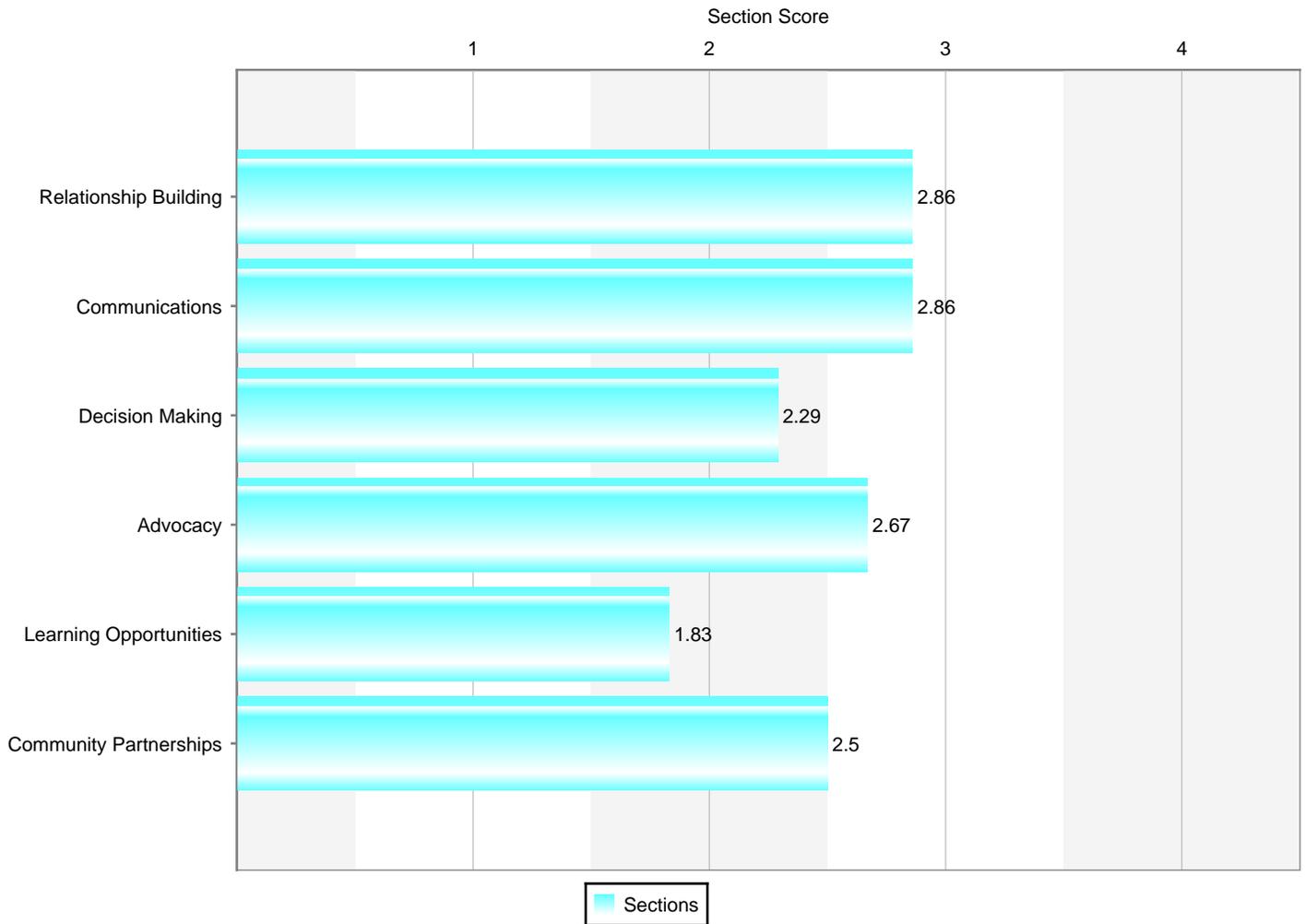
Improvement Plan Stakeholder Involvement

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.

The SBDM council used an improvement planning/PD committee to develop the CSIP. The committee consisted of teacher, parent and student representatives. Teachers were selected by the principal to provide representation for each academic department. Parents were chosen from a list of volunteers. Students were chosen from the class officers. Once the membership of the committee was set, committee members decided on meeting times that would be convenient for all to attend.

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

One teacher from each academic department in the school, two parents, and two students served on the committee. The role of each was to take information on plan development back to their stakeholder group and get feedback the committee could use to further develop the plan.

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

The final plan will be posted on the school webpage and emailed to all teachers. Monthly updates will be provided at SBDM council meetings.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does the public school building have an Emergency Management Plan (EMP)?	Yes	Yes, WCHS has an Emergency Management Plan.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	The WCHS SBDM Adopted the EMP at their regular monthly meeting on August 12, 2013.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	Yes, the SBDM adopted the EMP, which had been reviewed by local first responders (EMS, MPD)	

Label	Assurance	Response	Comment	Attachment
4.	Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	Yes, the EMP has been reviewed annually and approved by SBDM prior to the beginning of each school year.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	The EMP was reviewed with faculty and staff on the August 3, 2015 work day, prior to the start date of August 5, 2015.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Local Law Enforcement and Fire Officials have been invited annually to review the EMP.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	Each room was updated prior to the 2012-2013 school year with primary and secondary evacuation routes. Each room is checked annually to ensure the evacuation routes are present.	

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Yes, the Fire Marshal has reviewed the designated safe zones for severe weather. They were also updated prior to the 2012-2013 school year and checked annually to make sure they are present.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Yes, the EMP includes practices to follow during an earthquake.	

Label	Assurance	Response	Comment	Attachment
11.	Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e, controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Each exterior door is locked throughout the school day. The main entrance for visitors has a buzzer system so that office staff can allow the door to be opened. All visitors are required to sign-in and receive a visitor badge before being allowed in the building.	

Label	Assurance	Response	Comment	Attachment
12.	Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire Drills - August 7 & September 4, 2015 Earthquake Drill - August 25, 2015 Severe Weather Drill - August 20, 2015 Lockdown Drill - August 12, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Yes, each drill will be conducted during the 1st Thirty instructional days of each semester.	

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of "highly qualified" to "high effective".

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Yes, a review of data shows no barriers to equitable access to effective educators within the school as a whole except currently in the department of mathematics.	

What are the barriers identified?

Our mathematics department currently has a long-term sub to fill in for a certified 9-12 math teacher who recently took another position in the district. The long-term sub has 5-9 math credentials but is currently serving 10-12 grade students. A posting for a new math teacher has been initiated, however, due to the timing, it is doubtful if a suitable candidate will be found. A similar posting over the summer netted 1 qualified applicant, who was hired. However, all Math department teachers are Accomplished as rated by the PGES. The sub in question is also Accomplished, however, is just not fully certified for the classes being taught at this time.

What sources of data were used to determine the barriers?

Analysis of PGES results, Formative & Summative Evaluations. Also considered were the LEAD report results and review of Highly Qualified Teacher status for each teacher.

What are the root causes of those identified barriers?

Root cause is quite simply our rural location, at least 1 hour from any 4-year university. Also WCSD teacher pay average is below that of surrounding districts.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

PGES identifies strong teachers in our school. We have a staff of mostly veteran teachers who contribute to a nice overall culture in our school. PGES would indicate some need for better Questioning/Discussion methods which will be addressed in a Professional Development.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Our procedure in the past is to have a master schedule in which students register according to grade/GPA status. We have no out-of-field teachers in the building, and only a couple of inexperienced teachers. By in large, the vast majority of students work their own schedules out with the classes and teachers that they want to take.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

We have no out-of-field teachers in our school, and only a couple of inexperienced teachers. By in large, the vast majority of students work their own schedules out with the classes and teachers that they want to take to best fit their individual needs.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

We identify areas of need based on a variety of KY state and local data. Areas of need are identified, posted, and applicants are screened and interviewed to determine the best applicant that meets school needs. Equitable representation of minority groups are strongly considered in the process.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Areas of need are identified, posted, and applicants are screened and interviewed to determine the best applicant that meets school needs. During the interview process, applicants are given scenarios that address diverse learning needs of minority, low income, LEP, and Exceptional Students.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Wayne County High School is a supportive school that strives to meet needs of all teachers.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

We have no out of field teachers. Inexperienced and first year teachers have mentor teachers. First year teachers are also in the KTIP program. Departmentalized Planning allows teachers to collaborate with several veteran teachers.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Teachers below and Accomplished rating are given several ideas for improvement. These can include additional peer observations, administrative help, additional mentoring opportunities, and additional PD offerings.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL results are used to determine what professional learning needs are needed. They are also used to improve areas identified by teachers that need improved. The last TELL Ky results had a low rating on the availability and reliability of technology. All new wireless internet drops will be installed in the spring semester of this year. We are also getting 300 Chromebooks for student use in the building and have installed 2 new computer labs this past summer.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal - Improved access/reliability of technology.

    Strategy - More Reliability

        Activity - New Wireless Drops in each classroom

    Strategy - More Access

        Activity - Install 2 new computer labs

        Activity - Purchase 300 Chromebooks

Goal - Access to effective teachers

    Strategy - Scheduling Advising

        Activity - Google Form used to survey all students as to classes they want to take.

        Activity - Master Schedule - Developed from input received from the Schedule Advising Sessions.

Goal - Math Content Area to utilize fully certified teachers in each classroom

    Strategy - Advertisement

        Activity - Display an opening on the Kentucky Educator Placement System on KDE website

        Activity - Contact nearest Colleges/Universities for graduating math education students.