

## Comprehensive Progress Report

**Mission:**

Edwin Elbert Waddell High School will foster a positive, collaborative, and supportive school culture for all students to graduate from high school, college or career ready. Each student will maximize his or her growth potential in all core academic areas, as well as social and emotional responsibility and maturity. The mission of Edwin Elbert Waddell High School is to maximize academic achievement for every student.

**Vision:**

Provide all students with the best culturally relevant, rigorous, differentiated, and supportive education available anywhere, preparing every child to lead a rich and productive life.

**Goals:**

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 2.7% in SY2024-25 to 10.7% in SY2025-26. (Aligns to A2.04, C2.01, and FAM-S 29)

The percent of students who will meet their ELP Goal Standards as indicated on ACCESS will increase from 38.8% in 2023-2024 to 43% SY 2024-2025. (Aligns to A4.01 and FAM-S 3)

Guardrail 3: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and FAM-S 30 and 31)

Guardrail 2: The percent of OSS/ISS incidents will decrease from 5.3% in SY 2023-24 to 4% in SY 2024-25. (Aligns to A1.07, A4.06 and CMS Guardrail 1)

Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 57.1% in SY2024-25 to 65.1% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), on English II End of Course Assessment will increase from 1.9% in SY2024-25 to 9.9% in SY2025-26. The percent of students scoring Grade Level Proficient (GLP), on Math 3 End of Course Assessment will increase from 21.2% in SY2024-25 to 29.2% in SY2025-26. The percent of students scoring Grade Level Proficient (GLP), on Biology End of Course Assessment will increase from 2.3% in SY2024-25 to 10.3% in SY2025-26. (Aligns to A1.03, A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 4: The school will retain 90% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

**Practice 1B: Monitor short-and long-term goals**

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

June 2025

This year, the successes that we experienced related to this indicator are:

- Increased personalized coaching by the AP for teachers, specifically within EOC classes
- Increased student achievement, specifically within EOC classes (Math 3 had an increase of 21.9% GLP and 6.4% CCR)

The challenges that we are facing in meeting goal targets aligned to the indicator are:

- Having limited staff with singleton PLCs and no coaches/facilitators other than the AP and 3 mentors

The opportunities that exist to address these challenges for the 2025-2026 school year are:

- To utilize shared facilitators and MCL to further support/coach PACE staff

September 2024

Elbert Edwin Waddell High School is a new high school that currently serves students who are within their first through 3rd years in the country and scored a Level 1 or 2 on an ELP Test.

With that in mind, we will focus on day-to-day instruction by leveraging the most time available to observing classrooms, coaching teachers to make them better, leading or planning professional training for teachers, using data to drive instruction, and evaluating teachers. Coaching with Get Better Faster Model- meeting weekly with teachers to analyze class instruction and provide feedback on measurable action steps for improvement. The feedback is aligned with a focus on lesson objectives, student work assigned, and action taken based on assessment data points. The goal and focus is to drive teacher development and growth while in turn building a strong school culture.

Limited Development  
10/03/2024

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• High student performance growth, positive school culture, and teacher retention. Improving student performance rests heavily on improving classroom instruction.</li> <li>• Administrators and teacher leaders will focus on supporting teacher’s instructional practices and the curriculum, the work of PLCs, and teacher’s planning and preparation.</li> <li>• Administrators and teacher leaders focus on day to day instruction by leveraging the most time available to observing classrooms, coaching teachers to make them better, leading or planning professional training for teachers, and using data to drive instruction.</li> <li>• The principal will focus on instruction first and establishes expectations and processes for team planning and for instructional delivery, then monitor the work, meeting with teams, visiting classrooms, reinforcing good practice.</li> </ul>		<p>Misty Sweat</p>	<p>06/12/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>10/7/24</p>	<p>The principal will develop a weekly walk through calendar to assess curriculum implementation, tiered interventions, and effective instructional strategies (Goal 4, Guardrail 1)</p> <p>(Aligns to A4.01, B3.03, CMS Goal 4, and CMS Guardrail 1)</p>		<p>Misty Sweat</p>	<p>11/01/2025</p>
<p>Notes:</p>				
<p>10/7/24</p>	<p>A shared ILT will develop an effective walkthrough tool, conduct weekly walkthroughs, and provide timely feedback to teachers. ILT will discuss trends during regular meetings to align observation look-fors, expectations and coaching points. (Goal 4, Guardrail 1)</p>		<p>Misty Sweat</p>	<p>02/01/2026</p>
<p>Notes:</p>				
<p><b>Core Function:</b></p>	<p><b>Domain 1: Turnaround Leadership</b></p>			
<p><b>Effective Practice:</b></p>	<p><b>Practice 1C: Customize and target support to meet needs</b></p>			

	B1.07	The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>June 2024</p> <p>This year, the successes we experienced related to this indicator in meeting our goal are:</p> <ul style="list-style-type: none"> <li>• All teachers attended the CKH training and implemented CKH strategies with fidelity</li> <li>• The new English I teacher visited his mentor's classroom and another school to observe instruction and classroom practices</li> </ul> <p>The challenges that we are facing in meeting goal targets aligned to the indicator are:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>The opportunities that exist to address these challenges for the 2025-2026 school year are:</p> <ul style="list-style-type: none"> <li>• To provide more opportunities for classroom and school visits to observe instruction and classroom practices</li> <li>• To provide more regular CKH PDs and follow up with learning walks to observe progress</li> </ul> <p>September 2024</p> <p>Elbert Edwin Waddell High School is a new high school that currently serves students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test.</p> <p>With that in mind, the social emotional state of our students has likely been greatly impacted by trauma experienced in their home countries, the stigma that has been placed upon them as multi language learners, and the practices by other educational facilities.</p>	No Development 10/07/2024		

<b>How it will look when fully met:</b>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• SEL curriculum with explicit instruction that is being implemented with integrity</li> <li>• Serving the whole child for all children</li> <li>• Established MTSS teams, structures and processes</li> <li>• Collaboration across general education and support staff</li> <li>• Purposeful tiered instruction is being provided</li> <li>• Data driven instruction and decision-making</li> <li>• Accurate identification of student needs rooted in data</li> <li>• Teachers utilize culturally relevant and culturally proficient strategies, language, and practices</li> <li>• A safe and welcoming environment is provided for all students</li> </ul>		<b>Courtney Blosser, Elected 9/2024</b>	<b>06/12/2026</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/7/24	The admin team will work to develop a Student Support Team that will provide ongoing training to all staff on attendance, support roles, DDS protocol, threat assessment, SEL and support resources within our school, district, and community. This action directly aligns and supports the improvement of FAM-S 30.		Courtney Blosser, Elected 9/2024	12/01/2025
<i>Notes:</i>				
10/7/24	Staff will implement the district-adopted Capturing Kids' Hearts SEL Curriculum and resources to explicitly teach social-emotional skills and integrate social emotional learning across subject areas, schoolwide systems and practices (academics and behavior) in all Grades. We will review and analyze data from a variety of sources to support all students with their social emotional learning throughout daily instruction. The Instructional Leadership Team will monitor and provide feedback through PLC meetings, observations, and review of behavior referrals. The Student Services Team will support SEL through classroom lessons, small groups, staff PD, and check-in/check-outs. This action directly aligns and supports the improvement of FAM-S 31.		Tess Mann-John, Elected 9/2024	06/12/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>June 2025</p> <p>This year, the successes that we experienced related to this indicator are:</p> <ul style="list-style-type: none"> <li>• With the help of a academic facilitator and EC compliance facilitator from CMVS, we were able to provide interventions for and test 3 students from PACE</li> </ul> <p>The challenges that we are facing in meeting goal targets aligned to the indicator are:</p> <ul style="list-style-type: none"> <li>• Having limited staff and no coaches/facilitators assigned to PACE for 24-25</li> </ul> <p>The opportunities that exist to address these challenges for the 2025-2026 school year are:</p> <ul style="list-style-type: none"> <li>• To utilize shared facilitators and MCL to further support PACE students</li> </ul> <p>September 2024</p> <p>Elbert Edwin Waddell High School is a new high school that currently serves only 9th, 10th, and 11th Grade Students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test. We recently had a change in leadership and some staffing due to the change.</p> <p>Last year in our first year, our newcomer students increased their English language proficiency significantly, especially in reading and writing. However, speaking still remains a challenge. We attribute this to a high dependence on Spanish speaking staff to offer clarification and understanding as opposed to strategic scaffolding to support English Language Acquisition.</p>	Limited Development 07/30/2024		

<b>How it will look when fully met:</b>	We must ensure that each of our teachers is consistently implementing effective teaching practices and aligning them to the standards and skills necessary for students to not only master the skills but also to acquire the English Language. With a focus on student response to instructional practices, as opposed to student deficits or failures, as related to language, then the success rates of ML students will increase. Effective monitoring of best practices will include ML committee observation and review on a monthly basis throughout the year.		<b>Tess Mann-John, Elected 9/2024</b>	<b>06/12/2026</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
7/30/24	The ML Committee will oversee all aspects of implementation, including but not limited to, providing the PACE Toolkit Amplifications to increase overall student progress. (Goal 4 and FAM-S 3)		Katherine Stallings	06/12/2026
<i>Notes:</i>				
8/20/24	PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific scaffolds and progress monitoring data for ML students. (Goal 4 and FAM-S 3)		Danielle South	06/12/2026
<i>Notes:</i>				
9/26/25	Student Services will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures to create academic supports and interventions for PLCs. (Goal 4, Guardrail 3, FAM-S 3).		Latisha Dixon	06/12/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>				
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			June 2025 This year, we have seen the following gains/losses in EOC performance:	Limited Development 08/08/2024		

## GLP

- Composite- 6.1%
- Eng II- 1.9%
- Math I- 8.1%
- Math III- 21.2%

## CCR

- Composite- 0.7%
- Eng II- 1.9%
- Math I- 0%
- Math III- 6.1%

Due to shared staffing with CMVS, there are new opportunities to address this: weekly teacher planning with admin and support staff to review lesson plans and align instruction and activities classroom observations with coaching feedback

## September 2024

Elbert Edwin Waddell High School is a new high school that currently serves only 9th, 10th, and 11th Grade Students who are within their first or second year in the country and scored a Level 1 or 2 on an ELP Test. We recently had a change in leadership and some staffing due to the change.

Last year, in our first year, 2.7% of our newcomer students were proficient on the Math 1 EOC. During PLCs, administrators guide teachers to unpack the state standards, review lessons, practice instruction, and analyze data. They monitor and provide feedback for lesson plans, which are uploaded to the Google Drive two weeks prior to the instruction.

Both Math I and Math II are supported by a Lead Teacher and a ML Teacher who collaborate to plan, prepare for, and teach the lessons to ensure that the standards-aligned instructional units address the needs of all learners and incorporate best practices and amplifications from the PACE Toolkit.

(Aligns to A2.04 and FAM-S 29)

<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>• Implementation of district curricula with integrity</li> <li>• Evidence of the Core Actions</li> <li>• Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach</li> <li>• Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>• Differentiation and scaffolds planned intentionally</li> <li>• Common vocabulary and academic language being used</li> <li>• Discussion around standard-alignment and what mastery looks like</li> <li>• Student growth and achievement data increased for all subgroups.</li> <li>• Teachers will work collaboratively within their Professional Learning Communities to plan rigorously aligned lesson plans, review student data and formulate corrective teaching plans. Team meetings will be led by an administrator. Administrators will attend and support literacy, math, and data planning days. Teachers are responsible for being prepared with the necessary materials including resources, assessments, technology and data.</li> </ul>		<b>Misty Sweat</b>	<b>06/12/2026</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
8/8/24	The Leadership Team will design PLC protocols and procedures to ensure aligned, rigorous, and differentiated lessons are being developed and implemented. (FAM-S 29).		Deidre Nava	12/01/2025
<i>Notes:</i>				
8/20/24	The Leadership team will create norms and agenda expectations for all departments that include the implementation of specific targeted small groups and amplifications from the PACE Toolkit. (FAM-S 29, Goal 3)		Tess Mann-John, Elected 9/2024	06/12/2026
<i>Notes:</i>				
9/26/25	Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students (Goals 2, 3, and Guardrail 1, FAM-S 3)		Deidre Nava	06/12/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

**Initial Assessment:**

June 2025

This year, the successes we experienced related to this indicator in meeting our goal are:

- Increased parent communication due to having a bilingual CIS Newcomer Coordinator who regularly called parents and families

The challenges that we are facing in meeting our goal targets aligned to the indicator include:

- Parent responsiveness on ParentSquare
- Lack of parental computer skills
- Incorrect phone numbers/emails

The opportunities that exist to address these challenges for the 2025-2026 school year are:

- Implementation of regularly scheduled on-campus parent-centered events focused on strategies to support ML students
- Holding parent events in the communities where the majority of our families live

September 2024

Phone calls, Notes, Emails, Texts, Progress Reports, and ParentSquare are resources that we use to communicate with our parents and school community. The challenges that we are facing include Parent responsiveness, lack of parental computer skills, and incorrect phone numbers/emails.

Limited Development  
10/07/2024

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• Language is not a barrier; open access</li> <li>• 100% parent-teacher conference rate</li> <li>• Consistent two-way communication tool (ParentSquare) is in effect</li> <li>• Collaborative relationships- all voices matter</li> <li>• School events have high participation and engagement across all parent groups</li> <li>• Resources and supports are made available to parents to support student learning</li> </ul>		<p><b>Courtney Blosser, Elected 9/2024</b></p>	<p><b>12/01/2025</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>10/7/24</p>	<p>Utilize all staff members to reach every student by engaging with our predominantly Spanish speaking community through translated materials, communications, and events and by updating Infinite Campus with correct contact information to effectively communicate with all families (both as a school and as classroom teachers) in a timely manner. This action directly aligns and supports the improvement of FAM-S 3.</p>		<p>Elisa Benitez</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>9/26/25</p>	<p>CMVS and PACE will send a weekly Parent Newsletter through ParentSquare to ensure access for all families in leveraging our existing tools for student academic support. (FAM-S 3, Goal 2, Goal 3)</p>		<p>Danielle South</p>	<p>06/12/2026</p>
<p><i>Notes:</i></p>				
<p>10/7/24</p>	<p>Teachers will document in Infinite Campus Contact Log the use of ParentSquare, email, phone, text, etc. as they use it as a source of consistent communication between school and home to engage parents in their children’s academic progress. This action directly aligns and supports the improvement of FAM-S 3, Goal 2, and Goal 3.</p>		<p>Danielle South</p>	<p>06/12/2026</p>
<p><i>Notes:</i></p>				