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Applicant: 11-004 Wagner Community

Application: 2016-2017 Comprehensive District Academic Improvement Plan - 00 -

2016-2017 7/1/2016 - 6/30/2017

Original Application

Date Generated: 8/17/2016 11:00:02 AM

Generated By: Lori Bouza

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**Comprehensive District Academic Improvement Plan Overview**

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**Due Date:** May 31, 2016

**Expected Submission:** May 31, 2016

**Program:** Comprehensive District Academic Improvement Plan

**Legislation:** [Local Education Agency Plans - Elementary and Secondary Education Act](#)

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**Contact Information**

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It is the responsibility of the District Superintendent to sign off and submit this Comprehensive District Academic Improvement Plan. Please enter the Superintendents name and phone number in the space below prior to submitting the planning section.

**Section Contact:****Superintendent**

Last Name\*

First Name\*

Middle Initial

Phone\*

Extension

**\* Denotes required field**

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## Comprehensive Needs Assessment Summary

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COMPREHENSIVE NEEDS ASSESSMENT - A current comprehensive needs assessment, utilizing performance, perception, and demographic sources of data, must be completed. Performance data include information related to student academic achievement gathered from standardized tests such as the state required tests for accountability, criterion-referenced tests, and locally developed tests such as class projects and final examinations. Perception data related to school culture and how the school community feels about the school and its program are collected through school climate surveys and surveys of recent graduates of the school. Demographic data linked to the school, such as enrollments and grade-level configurations, and student characteristics such as gender and ethnicity are collected from cumulative student and school records. All sub groups must be addressed to show how the district will or does address the needs of these students. Results of the comprehensive needs assessment are utilized to develop a school profile that informs the process of goal selection and should drive most decisions in the district.

1. Explain the data analysis process used by the district to set goals, determine staffing needs, and ensure that all subgroups represented in the district are making adequate progress. *If the district or schools participated in a two-day retreat facilitated by a state certified facilitator, please indicate when it took place.*

(1922 of 4000 maximum characters used)

The Data Retreat Days were the 16th and 17th of May. All schools met in their areas to review data. The data reviewed involved the four lenses as suggested by Judy Sargent's model, student achievement data, professional practices data, program and structures data, and family and community engagement data. Performance data include information related to student academic achievement gathered from standardized tests such as the state required tests for accountability (SBAC), criterion-referenced tests (AIMSweb), and locally developed tests (Quarterly tests, teacher developed tests, ACT data, MAP data, Intervention and progress monitoring data) Perception data related to school culture and how the school community feels about the school and its program are collected through school climate surveys and surveys of recent graduates of the school (parent surveys, Parent Teacher conference data, ICU and parent contact data). Demographic data linked to the school, such as enrollments and grade-level configurations, and student characteristics such as gender and ethnicity are collected from cumulative student and school records. School data related to attendance, ICU, behavior referrals, counselor referral information, and mobility information were used to provide information in this lens area. All sub groups must be addressed to show how the district will or does address the needs of these students. Results of the comprehensive needs assessment are utilized to develop a school profile that informs the process of goal selection and should drive most decisions in the district. Each school discussed their data and determined their goals from that the strengths and challenges presented through the data. Dianna Tyler and Andrea Powell were facilitators of the retreat for the schools. Each administrator and staff person was involved in the review, analysis, and goal setting process for their school.

2. Summarize the strengths and needs of the district as well as the conclusions reached during the needs assessment process. If your district is under 1000 students, include how the district determined which schools would be served and how much funding they should receive.

(813 of 5000 maximum characters used)

Each school determined needs for the schools related to math and reading. Each school determined their challenges that need to be addressed and how to make the most of their strengths and improve upon their challenges. Each school felt it was necessary to keep class sizes low and to address student needs more individually. Through smaller classes and alternative education, along with an in-school suspension area, behavior, attendance, and at risk students will be addressed. The school district has determined building academic skills along with personal social skills is a necessity for our students. We will be implementing PBIS this year to ensure our students are enveloped in a positive environment that creates a sense of belonging and provides a teaching environment for academics and behavior. .

3. How does the district ensure the process takes in to account potential groups such as homeless students, students in Foster care, Migrant students and ELL students?

(785 of 4000 maximum characters used)

Since the school is using individual data to determine the needs, each student's needs will be considered and interventions will be developed to address those specific needs. We have alternative education programs to assist at risk students and also ICU programs in place to ensure students are supported academically. Many of our students across the district are homeless or in foster care. Teachers and administration work together to focus on maintaining support for students who are experiencing difficulties either academic or personal. Through alternative education possibilities, many issues are addressed, but through teambuilding in classrooms (Using Rachel's challenge, Olweus, Top 20, Raider Pride, Kagan Cooperative Learning structures) a sense of belonging is created.

4. Indicate the reasons why the district met or failed to meet goals.

(1075 of 2000 maximum characters used)

The district met or exceeded the state average in ELA for 4 out of 7 grade levels tested. We are continuing to work on the ELA to ensure we are at or above state average as we move forward. We have spent a lot of time and effort on ELA professional development to work on effective instructional practices in ELA. We will continue to strive to improve in this academic area. We are implementing a new curriculum this year and believe it will provide an avenue for us to support our learners in ELA. The math data shows a picture of students not meeting the state average in six of the seven grades tested. This is a concern we have been struggling with. We have decided to provide more focused interventions aligned with MAP data to address our challenges in math. We have implemented a new math curriculum that is aligned to CCSS and we hope will provide a systemic change in our math program as we follow it with fidelity. We have reviewed data, analyzed strengths/challenges, looked for gaps and overlaps, and prepared lessons/strategies to address our challenges.

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## Comprehensive Needs Assessment Data

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Check which specific data sources were analyzed as part of the LEA (district) comprehensive needs assessment:

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### 1. Student Achievement Data:

Smarter Balanced State Test Results  LEA (District) Assessments

Classroom assessment results

Other:

### 2. Other Student Data:

Perceptions

Other:

Discipline

3.  LEP test of identification (W-APT)

4.  Annual test of Progress for English Acquisition (ACCESS)

### 5. Review of annual district and school report cards:

Assessment Reports  Accountability Reports

### 6. Surveys:

Search Attitudes and Behaviors Survey  American Drug Standard Survey

SD Youth Risk Behavior Survey (general data)  Staff

Parents

Other:

Community-Business

### 7. Migrant Program Data:

Migrant Certificate of Eligibility  Priority for Services Documentation

Migrant Education Program Evaluation Report  Migrant Education Program Allocation worksheet

Migrant Summer Program Evaluation

Report

8.  AdvancED Accreditation Process  Other Accreditation Process

9.  Technology Audit

10. Safe and Drug Free Schools Data:

Alcohol, Tobacco, and other Drug Policy Violations  Weapons-Violence Policy Violations

11. Staff Data:

Qualifications of Districts Core Content Teachers  Teacher Quality Plan  
 PRF (Personnel Record Form)  Staff Attendance  
 Staff Professional Development

12.  Program Data (Evaluation results of individual program: Title I, After School Program, etc.)

13.  Family and Community Data (participation and involvement, support, etc.)

14. Special Education Reports and Information:

Child Count  ESEA Report Card for Graduation  
 Suspension and Expulsion Data  Parental Involvement Survey  
 Post-school Outcomes Survey (Prior School Year)  Preschool Outcomes (Prior School Year)

15.  Other:

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## District Profile

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### District Mission Statement

Provide the District mission statement. This statement should inspire stakeholders. If the District has Vision or Belief statements, include them as well.

(1184 of 4000 maximum characters used)

"Every Child, Every Chance, Every Day" Wagner Community School Vision We are committed to academic excellence so that all students will exceed their potential and become contributing members of our diverse society. Mission Wagner Community School will provide "Every Child, Every Chance, Every Day" to excel. Belief Statements We will: Recruit and retain highly qualified personnel who are dedicated and motivated to increasing their professional knowledge and skills. Interact with students, parents, community members, and staff to provide the highest quality education. Make decisions based on needs, available resources, research, and best practices. Educate all students to develop their potential to become contributing members of a democratic society. Goals To provide each child an opportunity to become proficient in the skills of reading, math and science. To provide differentiated instruction that allows for the development of the intelligences, styles, and creativity of each child. To provide a curriculum that meets the highest standards for a variety of post-secondary options. To provide opportunities for each child to develop a sense of personal and group worth.

#### 1. What is the ethnic composition of the district?

To answer Question 1, please select an ethnicity the district possesses from the drop down list in the first column. Then enter the corresponding percentage in the second column. If the percentage would lead to PII, it may be left blank.

Ethnicity:	Percent of Population
American India	59.3 %
Black or Africar	0.001 %
Hispanic	3.3 %
White	28.7 %
Two or More Rç	8 %
Asian	.001 %
	%

#### 2. Identify Sub Groups within the district.

To answer Question 2, the checkbox beside each applicable Sub Group must be selected.

Sub Groups:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Economically Disadvantaged       | <input type="checkbox"/> Homeless Students |
| <input checked="" type="checkbox"/> Students with Disabilities       | <input type="checkbox"/> Foster Children   |
| <input type="checkbox"/> English Learners                            | <input type="checkbox"/> Migrant Students  |
| <input checked="" type="checkbox"/> American Indian or Alaska Native |  |
| <input type="checkbox"/> Black or African-American                   |  |
| <input type="checkbox"/> Hispanic                                    |  |



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3. Briefly describe the district's geographic location, boundaries, staffing patterns and educational structure in a narrative format. This should also include the mobility of the student population and discipline statistics if it impacts student achievement in the school:

(3998 of 4000 maximum characters used)

Wagner Community School is located in south east South Dakota in Charles Mix County. Three small communities make up the Wagner Community School District including Marty, Dante, and Wagner. The district consists of 330 square miles of total area with 2200 acres of Yankton Sioux Tribal land within it. Being close to the Missouri River, the school district lies in a rich area of hunting and fishing. Just twelve miles from the town of Wagner is Lake Francis Case and the Fort Randall Dam, a prime location for fisherman and water sports. Public hunting grounds are easily accessed in the school district providing many hunting opportunities in the area. Wagner has a progressive business community with a chamber that is actively pursuing potential business activities. Wagner hosts a local Rotary club, Horizons project, and employs an Economic Developer. The Boys and Girls Club of the Yankton Sioux is located by the city park and offers positive activities for youth in the community. Wagner Community School District's population is of mixed cultures consisting mainly of Native American and Caucasian students. The Native American population of students in the district is predominantly made of members of the Yankton Sioux Tribe. This make-up of the student population provides an atmosphere for all students to learn from others who may have different backgrounds than themselves. Many of our students are considered to be economically disadvantaged. In 2016-17, the percentage of students that qualified for free or reduced lunches was at 100%. A fairly high mobility rate is also a concern that must be addressed in the Wagner Community School District. Students are bussed a total of 760 miles per day to school from throughout the school district to one attendance center is Wagner, which is a preschool through 12th grade center. In 1999, the district completed a building addition that houses the 5th-8th grades. In 2004, a new gymnasium, weight room, and locker rooms were added on. A state of the art early learning center was completed in fall of 2006 to serve students ages 3-5 in a partnership with South Central Child Development Inc. In the fall of 2010, a new kitchen and commons serving area were finished and put to use, along with new elementary and secondary office areas. In the year 2011, a business office addition with parking area was completed, along with a remodel for Middle School offices. The high school was remodeled in 2014, which included new science, business, math, social studies, and art classrooms. The elementary was enlarged and remodeled in 2016-2017, moving into the new space October of 2016. Outdoor classrooms have also been an addition to the school, adding a geodome in 2015 and a wildlife refuge area in 2016. Class sizes in the district are small to provide more one-on-one contact between teachers and students. District wide, the student to teacher ratio is 13-to-1. The teaching staff has an average of 12 years of experience and the district also employs 28 paras to insure that each student is getting the individualized attention that they need to obtain the education that they deserve. Wagner Community School District provides an after school learning center which provides extra tutoring for students who need it or would like to use it. The Power of ICU and MTSS to ensure student success and responsibility. Technology is an area of strength within the Wagner Community School District. There are currently over 1000 technology devices in use in the district, including desktop computers, laptop computers, tablets, iPads, and iPods. Wagner School is currently working to ensure there is a computer for all students in grades 1-12. Kindergarten will continue to have a pod of computers and also iPod devices. This project has increased the use of technology in the classroom dramatically. Combining the laptop usage with SMART boards in every classroom, technology has become a critical tool for education. see: [wagner.k12.sd.us](http://wagner.k12.sd.us)

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**Goals**

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**Selection of Goals:**

District performance goals should be based upon an analysis of data points during the comprehensive needs analysis process. These goals should be stated in terms of desired student growth in specific areas, should be broad enough so that most faculty and staff will have some responsibility for implementing the goals, and should be addressed in ways that involve all students and subgroups. Goals should help meet the state goals of: 1) Students enter 4th Grade proficient or advanced in Reading; 2) Students enter 9th grade proficient or advanced in Math; 3) Increase the academic success of Native American students along with other subgroup students; and 4) High school graduates are postsecondary and workforce ready.

Goal 1:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (161 of 500 maximum characters used)
1. <input type="text" value="Interventions targeted to student specific need areas will be provided and progress monitored."/>	<input type="text" value="PreK-12th teachers"/>	<input type="text" value="9/1/2016"/>	<input type="text" value="5/18/2017"/>	Assessment will be provided by the monitoring of student progress through Skills Navigator, MAP, AIMSweb, classroom assessments and curriculum based assessments. (78 of 500 maximum characters used)
2. <input type="text" value="Use research based effective instructional strategies to provide instruction in ELA"/>	<input type="text" value="PreK-12th teachers"/>	<input type="text" value="8/17/2016"/>	<input type="text" value="5/18/2017"/>	this is monitored and assessed through teacher effectiveness model evaluations (73 of 500 maximum)

3.	Instruction differentiated to meet student needs	PreK-12th teachers	8/17/2016	5/18/2017	characters used) Differentiation will be monitored through observation and lesson planning  (73 of 500 maximum characters used)
4.	ICU- Failure is not option program will be followed to ensure students complete and understand work	3rd-12th teachers & admin	8/18/2015	5/18/2017	ICU records and reports will provide source of assessment of the program.  (0 of 500 maximum characters used)
5.					

Goal 2: Students meet or exceed academic targets in math with all students showing growth.

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (161 of 500 maximum characters used)
1. Interventions targeted to student specific need areas will be provided and progress monitored.	PreK-12th teachers	8/17/2016	5/18/2017	Assessment will be provided by the monitoring of student progress through Skills Navigator, MAP, AIMSweb, classroom assessments and curriculum

2.	Use research based effective instructional strategies to provide instruction in Math	PreK-12th teachers	8/17/2016	5/18/2017	based assessments. (78 of 500 maximum characters used) this is monitored and assessed through teacher effectiveness model evaluations
3.	Instruction differentiated to meet student needs	PreK-12th teachers	8/17/2016	5/18/2017	(73 of 500 maximum characters used) Differentiation will be monitored through observation and lesson planning
4.	ICU- Failure is not option program will be followed to ensure students complete and understand work	3rd-12th teachers & admin	8/18/2016	5/18/2017	(73 of 500 maximum characters used) ICU records and reports will provide source of assessment of the program.
5.					(0 of 500 maximum characters used)

Goal 3:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 500)
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1.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	maximum characters used)
2.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)
3.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)
4.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)
5.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)

Goal 4:

	Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 500 maximum characters used)
1.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)
2.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)
3.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)
4.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)
5.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used)

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If you have additional goals, provide the details below. (0 of 2500 maximum characters used)

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## Student Achievement and Assessments

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Describe the district's student achievement and assessments planning and implementation.

### Summary

Summarize the District's Student Achievement performance. Include Sub Group performance. Include how this information is shared to the community and parents and how it is used to meet the Goals set for the district as well as to drive effective instruction in the classrooms. Also include what supports are available for students needing extra assistance meeting state standards.

(1113 of 2000 maximum characters used)

The district reviewed the Smarter Balanced data. The students performed at or above the state average for ELA in grades 4-8, but are below state level in grades 3 and 11. The data for math shows our students performing below state average in all grades other than 7th who was consistent with state average. The Native American subgroup performed at a lower performance level than the all students group. Goals have been set to address the deficits of students through small group interventions. The use of research based effective instructional strategies and differentiated instruction are intended to support students needing extra assistance in meeting state standards. The report card data is summarized for parents and mailed to them. The letter tells them the site for the public report card and also invites them to call the school with questions or if they would like a hard copy printed for them. The information is shared with parents at an open house and publically presented at the school board meeting. The report cards are posted at each office and students receive their individual summary.

### Strengths

Describe the strengths in student achievement found after completing a data analysis.

(389 of 2000 maximum characters used)

After reviewing the data, ELA appears to be a strength for the district. While data review shows we have various areas of need for ELA in different grade levels, the content area is an overall strength for the district. We will continue for focus on the areas of need we have found within the grade levels, but are excited about the performance of our students on the ELA standards test.

### Needs

Describe the areas where data indicate the need for support to improve student achievement.

(502 of 2000 maximum characters used)

Math continues to be an area we need to focus upon. Our student performances were consistently below state average in almost all of the grades. This is an area we need to strengthen. We reviewed the data, and have reflected upon the specific areas where our performances show deficits. This will be the second year of a new math curriculum and we are planning on digging deeper into the interventions to alleviate some deficits. We will monitor deficit areas shown with MAP and target them as well.

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## District Integration of Services, including Coordination and Transition

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### Summary

Summarize how the district coordinates and integrates services for EL, SPED, migrant and homeless students, as well as students in the Foster Care system, with Title programs in the district.

(526 of 4000 maximum characters used)

The district makes every effort to ensure ELL, SPED, homeless, and Foster Care children are supported through out their school career. We don't have any migrant students but would do our best to support them as well. We have a home school coordinator who contacts parents in case of absences or problems. We integrate students into the classrooms and support them through avenues available depending on the need - academic, extracurricular activity support, transportation, etc. If there are any real or perceived barriers

Summarize the District's Coordination and Transition for the early childhood to Kindergarten process, including integration with Head Start programs, along with local preschools and/or daycares. Include how records are transferred and how Kindergarten teachers use the information. Indicate if the district has a signed MOU with the local or regional HeadStart.

(922 of 3000 maximum characters used)

There is a MOU signed with the Head start. The district preschool operates in a partnership with Head Start. The partnership allows the school and Head start to share information and prepare students for Kindergarten together. Because we work with Daycares to coordinate busses and schedule for students, we are able to share information and transition our students seamlessly. Preschool students attend school in the same building as Kindergarten and transitioning activities are scheduled to make sure students are familiar with the kindergarten setting. Preschool teachers do transition activities with daycares so students are familiar with them also. Preschool and Kindergarten teachers do home visits in the fall so the families of their students have met them as well. Since the preschool is in the building with the Kindergarten and all records are maintained on DDN, the transfer of records is not an issue.

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## Professional Development

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Click here to download the PD template-->[2016 SD Professional Development Document](#)

**Instructions: Be sure to include the District name as part of the document name when ready to upload.**

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[2016-2017\\_professional\\_development\\_documentation\\_\(2\)-20160620055219-833.docx](#)

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**Summary**

Summarize how the District recruits, hires, and retains qualified Staff.

([count] of 2500 maximum characters used)

The district has a strong benefit package and competitive base. This year, signing bonuses were offered to keep highly qualified, quality staff and to attract new staff. Quality candidates are actively sought when openings occur through advertising, personal phone calls, emails, and contacts with college teacher prep programs. The district participates in the year long student teaching experience and invites USD education candidates to do interning experience here during the summer programming. New teacher induction and mentoring are programs in place to support teachers new to the district.

**Strengths**

Indicate strengths in the areas of staff quality, recruitment, and retention.

(545 of 3000 maximum characters used)

The programs in our district are research based and proven. Teachers have administrative support in their implementation of programs. District induction and mentors provide additional support for teachers. Because we have several teachers at grade levels or content areas, no teacher is an island and peer support/collaboration is part of our professional development and the culture of the school. The district has a beautiful facility and financial stability. There is a collaborative, positive growth climate that encourages staff to stay.

**Needs**

Indicate needs in the areas of staff quality, recruitment, and retention.

(357 of 3000 maximum characters used)

We have a need for housing and industry or professional jobs (outside of education) in the district . When candidates have families, it is difficult to find housing for the family and employment for other adults in the family. The pool of candidates continues to diminish and being geographically located 1-2 hours from communities can also be a drawback.

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**Consultation and Team Members**

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**Consultation**

Describe the process to consult with all stakeholders in determining needs and developing, implementing, and evaluating the district plan. (618 of 2500 maximum characters used)

The administration and teachers met to discuss the needs as a result of the data retreat. Goals and strategies were determined from those meetings. Title I coordinator consulted with stakeholders to discuss the program and the consolidated application. The district's plan for improvement and the goals for each school were discussed. A large group is scheduled to complete a community wide strategic planning meeting in later July. A group of parents, teachers, and administration will also meet in July. If plans need to be altered as a result of those meetings, the district will make the necessary amendments.

**Consultation Team Members**

Teacher's Name

Parent's Name

Additional Team Member Names (If Applicable)

  
  
  
  
  
  
  
  
  
  

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**Site Plan Information**

Instructions

Site Names	Grade Span	Plan Type	Last Plan Submitted Date
0001-Wagner High School	09-12	<input checked="" type="radio"/> SWP <input type="radio"/> TA <input type="radio"/> NS <input type="radio"/> NA	5/23/2016 1:44:29 PM
0002-Wagner Elementary	01-04	<input checked="" type="radio"/> SWP <input type="radio"/> TA <input type="radio"/> NS <input type="radio"/> NA	5/23/2016 1:46:08 PM
0003-Wagner Middle School	05-08	<input checked="" type="radio"/> SWP <input type="radio"/> TA <input type="radio"/> NS <input type="radio"/> NA	5/23/2016 1:33:18 PM
0004-Wagner Primary	PK-KG	<input checked="" type="radio"/> SWP <input type="radio"/> TA <input type="radio"/> NS <input type="radio"/> NA	5/23/2016 1:56:14 PM

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LEA Administrator

Final Review

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**Amendment Description**

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Comprehensive District Academic Improvement Plan

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