



2022-2023

Title I Schoolwide (SW) Plan

District:

Wagner Schools

School:

High School

Building Principal:

Loretta Kokes

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Date Completed:

May 22, 2022

Introduction

The recently reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

- The plan shall be developed or revised with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers; School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

The budget implication sections must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget.

Evidence-Based Resources – [Click Here](#) for links to sources that may help provide evidence-based research that may be used to support certain strategies and/or interventions.

Special Notes:

- 1) If a schoolwide school uses funds to establish or enhance a preschool program for children, be sure to address the program in the appropriate component section(s). **Section 1114(c)**
- 2) If schoolwide services are delivered by a non-profit or for-profit external provider, be sure to address their expertise in using evidence-based or other effective strategies to improve student achievement in the appropriate component section(s). **Section 1114(d)**
- 3) If, in a secondary school operating a SW program, funds are used for dual or concurrent enrollment programs, be sure to address such program and the flexibility of funds in the appropriate component section(s). **Section 1114(e)(1) & (2)**

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

(**CNA description optional if “Revised Plan” is marked on the title page**)

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Briefly describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative:

Wagner High School reviews data with all high school staff. We reviewed data at staff meetings and mutually agreed on what areas we wanted to set goals for improvement. The district completed a state lead cohort CNA process that was completed in March 2022.

Summarize the results and conclusions:

Narrative: The high school teachers agreed to work on improving our Graduation Rate; raising the math and reading scores on the Smarter Balance and ACT Tests; and increasing the number of seniors that qualify for a NCRC Certificate (National Career Readiness Certificate).

Budget Implications: After school tutoring.

Component 2: §1114(b) (7)(A)(i):

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Evidence-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative:

For the low achieving subgroup, as a school we provide programs such as: Intensive Care Unit; a leveled math, science, and reading curriculum; after-school learning center; alternative education options; summer school; programs for at-risk students including Jobs for America's Graduates, Upward Bound, and TRIO; credit recovery options; High School 101, which is a mandatory introduction course for all freshman; interventions; staff collaboration; leveled online course options through APEX Learning; and Career and Technical Education.

For the high achieving subgroup, as a school, we provide programs such as: Talented and Gifted Programs-including Prairie Readers and Quiz bowl, dual-credit course offerings, college preparatory courses, APEX Learning classes for accelerated learners, ACT preparatory courses, a wide variety of elective course offering, and summer program offerings including Indians into Medicine, Research Apprentice Program, R-tech, and summer school.

Budget Implications (this must be reflected in the budget in the Consolidated Application):

This will be determined at a later date once the school knows how much money we will be receiving in Title 1 funds.

Benchmark/Evaluation:

A variety of evaluation strategies are employed to make sure students are on target to achieve content standards. These include twice-a-month teacher and administrator collaboration, in-services, data retreats, Kagan learning strategies, book club to explore topics such as generational poverty, tracking learning center numbers, ICU report review, MAP testing, Smarter Balance testing, writing and reviewing Student Learning Objectives for each course, ACT testing, ASVAB testing, pre-and post-assessments in the classroom, and semester exams.

Component 3: §1114(b) (7)(A)(ii):

Provide a description of schoolwide reform strategies that: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **and 3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Evidence-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative:

Wagner Community School uses many methods and instructional strategies to strengthen and enrich academic programs. After school learning center for students who need extra assistance for assignments. It also provides a positive learning environment for students who do not have resources at home. To meet the different levels of students in the classroom, differentiated instruction is used. Students in Chemistry can take an A or B class. Reading Intervention class for incoming freshman and sophomore students who indicate low reading scores. Math Intervention class for incoming freshman students who indicate low math scores. Intensive Care Unit (ICU) program implemented to assure students are completing assignments and retaught skills. A tutor provided for seniors taking College Algebra. Students can take American Literature or honors American Literature. College English is provided to seniors by an in-house teacher. CTE classes are available for our students. JAG (JOBS for American Graduates) Program gives students job and life skills for employment. Alternative classes helps students recover credit or help graduate on time

Budget Implications: This will be determined at a later date once the school knows how much money we will be receiving in Title 1 funds.

Benchmark/Evaluation:

Data from classroom assessments, SLO plans, NWEA MAP Testing, Smarter Balance, ACT, and graduation rate evaluate the effectiveness of these strategies.

Component 4: §1114(b) (7)(A)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Evidence-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Confidential data is maintained by each entity for counseling services. Lewis and Clark Mental Health maintains a presence daily in WCS. School counselors are readily available to all students. A majority of enrolled students are eligible for Indian Health Services which can include mental and physical health. We have Project Aware, a pilot program, addressing school-wide mental health, and includes a full-time, on site, project manager.

WCS offers dual credit classes from the SD Board of Regents and institutes of higher education within the state. Effectiveness is measured by end of course grades and credits awarded. A Careers class is required of all WCS graduates. This allows students to explore various careers and do advanced planning for post-high school situations. The school counselor organizes a yearly College Fair which showcases a variety of different colleges, military options, and technical training that is available.

WCS offers a variety of service for intervention of both discipline and academics. The high school has a tiered discipline grid which outlines offenses of various degrees, with a progressive consequences with repeating offenses. IDEA services are dealt with IEPs; teachers are involved with the process and are considered team members. For academic interventions high school students are given the opportunity to improve with a high school reading class and pre-algebra. The national program of ICU is implemented in grades 5-12. This allows students that may need more time to complete the work to do so without heavy implications. For struggling students, WCS has an after-school Learning Center, where they may obtain extra help and guided work. The final intervention that is offered is the Alternative Room for students that have problems with traditional classroom settings. They use individualized programs, whether with textbooks and worksheets or a computer driven course (APEX).

Professional development opportunities are available for teachers, paraprofessionals, and other school personnel. Wagner Community School provides Kagan training, Crisis Prevention Intervention (CPI), and Boys Town training, which are interactive, behavior-based simulations and PD to improve learning and reduce at-risk behaviors in the classroom. WCS has ongoing PD on adolescent trauma and brain

Component 4: §1114(b) (7)(A)(iii):

development. Our student demographics have changed over time; we have a higher rate of poverty per capita and an increase in our minority population.

In addition, our school uses the MAP Test, or Measure of Academic Progress Test, to monitor student progress using the data collected to inform instruction. All Wagner High School teachers received preliminary training to use and interpret the data and then a core group received additional training to provide coordination and track data over time. Teachers use the data to show parents and guardians student progress and areas that need intervention.

Early childhood transition does not generally involve the high school. High school students are involved with preschool and early elementary students which may assist in that. High school students may choose to participate in mentoring which gives many children an opportunity to have individual attention that may be lacking in the home. This often gives a student more confidence and the chance to see who they can improve and have goals. The human development class offered in the family and consumer science field spends time with pre-school students which also gives them individual attention and may be able to intervene with behaviors and possibly some academics at a very early age. The school also has a program with the library that involves high school students taking time to read to early elementary and pre-school students. WCS has a “graduation walk” at the end of the school year where the graduates march through the hallways in their caps and gowns. This provides positive role models to younger students to illustrate what is possible and what can be achieved with goals.

Budget Implications: This will be determined at a later date once the school knows how much money we will be receiving in Title 1 funds.

Benchmark/Evaluation:

The mental health opportunities, school counseling, and mentoring program students record their hours and are monitored by the high school counselor.

The effectiveness of Careers classes, Dual Credit, and college fairs is measured by attendance and interest from students which also includes other surrounding schools. The Career and Technical Education (CTE) classes offered at WCS include various agricultural/mechanical aspects that can lead to training opportunities at area businesses. It also includes an entrepreneurship class where students run their own business. A restaurant management and culinary arts class focuses on working in a commercial food service operation. Both the agriculture and culinary classes are measured by end of course grades.

The effectiveness of ICU has been shown with the completion of 5,897 assignments during the 2018-19 school year which may not have been completed. Summer school, which is offered free to WCS students, allows students to complete courses they may not have finished, to re-take and recover credit in courses failed, and to take required courses to free them to take other electives.

Evidence-Based Research Resources

[Click here](#) to return to the start of the document.

CTRL Click on the links to go to the respective websites.

