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**Application Printout**

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Applicant: 11-004 Wagner Community

Application: 2016-2017 Schoolwide Program - A1 - 0002-Wagner Elementary

2017 2/10/2016 - 6/30/2017

Original Application

Date Generated: 8/17/2016 11:15:01 AM

Generated By: Lori Bouza

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**Contact Information**

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It is the responsibility of the Building Principal to sign off and submit this school planning section. Please enter the Principals name and phone number in the space below prior to submitting the school section.

**Section Contact:****Building Principal**

Last Name\*

First Name\*

Middle Initial

Phone\*

Extension

**\* Denotes required field**

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**Goals**

**Selection of Goals:**

School level performance goals should be based upon an analysis of data during the comprehensive needs assessment. These goals should be broad enough so that most faculty will have some responsibility for implementing the strategies and activities involved in meeting the goals. They should be addressed in ways that involve all students. The strategies and activities should reflect the programs being offered in the school, such as RtI, Title I, PBIS, or MTSS. These goals should be the same or similar to the goals developed for Principal Effectiveness work and should be tied to meeting the district level goals as well. If the school is an AdvancEd accredited school, the goals reached during that process may be used here. A reading and a math goal are required.

Reading Goal:

| Benchmark 70% of students in grades 1-4 at their grade level measured by the AIMSWEB RCBM by May 2017 |                    |            |           |  |
|---|--------------------|------------|-----------|--|
| Strategy Description  | Staff Responsible  | Begin Date | End Date  | Assessment of Strategies Progress Towards Stated Goal  |
| 1. Progress monitoring is completed monthly   | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | (126 of 2000 maximum characters used)<br>Progress monitoring takes place monthly to establish student specific interventions. Data is used to develop flexible grouping                          |
| 2. Phonics Screener   | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | (107 of 2000 maximum characters used)<br>Data from the phonics screener is to adjust curriculum and develop interventions specific to student needs.   |
| 3. Aimsweb Assessment   | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | (149 of 2000 maximum characters used)<br>Aimsweb is given weekly, biweekly and monthly. Data is used to determine individual student mastery of standards also intervention/enrichment groups.   |
| 4. NWEA/MAP Assessment  | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | (94 of 2000 maximum characters used)<br>MAP is tested three times a year and our goal is to make at least 8-10 points gain per student   |
| 5. Small group interventions  | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | (151 of 2000 maximum characters used)<br>Small group interventions are used to target individual student needs, We use SIPPS, Jill Jackson sources and 95% Comprehension, and Academy of Reading |

Math Goal:

| 70% of students in grades 2-4 will benchmark using the CAPS score by May 2017 |                    |            |           |  |
|---|--------------------|------------|-----------|--|
| Strategy Description  | Staff              | Begin Date | End Date  | Assessment of Strategies Progress Towards Stated Goal                      |
| 1. AIMSweb progress monitoring , weekly, bi weekly, monthly                   | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | (105 of 2000 maximum characters used)<br>Progress monitoring and benchmark |

|    |   |                    |           |  |   |
|----|---|--------------------|-----------|--|---|
|    |   |                    |           | testing help to determine specific student needs and flexible grouping.<br>(174 of 2000 maximum characters used) |   |
| 2. | Small group interventions                     | 1-4 grade teachers | 8/17/2016 | 5/10/2017  | To target skills in small group that students need more time to learn-we use AVMR math strategies to solve for problem solving and have students explain the process they used<br>(103 of 2000 maximum characters used) |
| 3. | NWEA/MAP Assessment                           | 1-4 grade teachers | 8/17/2016 | 5/10/2017  | We do this three times a year, fall-winter-spring and strive to gain by 8-10 points from fall to spring<br>(84 of 2000 maximum characters used)   |
| 4. | Writing more in math, explaining the solution | 1-4 grade teachers | 8/17/2016 | 5/10/2017  | Writing is a focus in math- students explaining their work for better understanding.  |
| 5. |   |                    |           |  | (0 of 2000 maximum characters used)   |

Goal 3:

50% of students in grades 1-4 will benchmark using the COMP scores by May 2017

| Strategy Description  | Staff              | Begin Date | End Date  | Assessment of Strategies Progress Towards Stated Goal   |
|---|--------------------|------------|-----------|---|
| 1. AIMSweb progress monitoring , weekly, bi weekly, monthly | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | Progress monitoring and benchmark testing help to determine specific student needs and flexible grouping.<br>(69 of 2000 maximum characters used) |
| 2. Small group interventions                                | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | To target skills in small group that students need more time to learn<br>(125 of 2000 maximum characters used)                                    |
| 3. NWEA/MAP Assessment                                      | 1-4 grade teachers | 8/17/2016  | 5/10/2017 | MAP is tested three times a year and our goal is to make at least 8-10 points gain per student if below grade level then more                     |
| 4.  |                    |            |           | (0 of 2000 maximum characters used)   |
| 5.  |                    |            |           | (0 of 2000 maximum characters used)   |

Goal 4:

| Strategy Description | Staff | Begin Date | End Date | Assessment of Strategies Progress Towards Stated Goal |
|----------------------|-------|------------|----------|---|
| 1.                   |       |            |          | (0 of 2000 maximum characters used)                   |

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 (0 of 2000 maximum characters used)

If you have additional goals, provide the details below. (422 of 2500 maximum characters used)

Our other goals is to build on relationships between staff and students and prevention of bullying. We use the Olweus bully prevention, We will be attending the MTSS and PBIS/RTI conferences this summer with staff to bring back more support for teachers. We know that relationships are important for students to learn in a safe environment . Our staff also attends the TOP 20 and building positive climate in our building.

## Schoolwide Narrative

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### Assurances:

- The school assures the schoolwide plan is reviewed with the input of parents, community, and staff; evaluated annually and revised as needed.
- The school assures a data driven comprehensive needs assessment (CNA), noting both strengths and weaknesses and including ALL subgroups, was used to develop school level Reading and Math goals.

1. Describe the Title I Schoolwide Educational program in place in the school. Include what reforms/interventions are, or will be, in place for all students and all subgroups. Indicate if the school implements a PBIS or other behavior program and, if applicable, describe the program. (543 of 4000 maximum characters used)

Reading - Core-- is 90 minutes for the elementary and 30-45 min Interventions. Interventions are---Jill Jackson, Study Island, 95%, Daily 5, Walk to read (where we target skills) we also use AIMSweb to progress monitor weekly/biweekly and monthly, phonics screener. We use NWEA/MAP three times a year.Math: We have 50-60 minutes for core math and 30-45 min for interventions. Our interventions in math is AVMR, and other intervention we use AIMS web to progress monitor, NWEA/MAP We use classroom reduction to keep classroom class size low.

2. All staff are qualified in a Schoolwide program.

Yes  No

3. The school assures paraprofessionals work under the direct supervision of qualified teachers to support instruction.

Yes  No

4. Briefly describe additional support available to students who are not making the expected progress.

(294 of 2000 maximum characters used)

Tier 2 Interventions-- in the classroom using Daily 5,SIPPS, Academy of Reading software program, workshop time-target skills in small groups, then Tier 2-- Jill Jackson and 95% Comprehension also the walk to read during interventions per grade level, Tier 3- is our Special Education students.

5. Does the school provide summer school?

Yes  No

Please explain the program and include when the program operates during the summer, along with the number of FTEs for Teachers and Paraprofessionals. The explanation should include when the program operates during the summer. (303 of 2000 maximum characters used)

The month of July 6-29 is our summer program for grades K-7. Student to teacher ratio: 1 teacher to-20 students 4 Paraprofessionals that are one on one for Special Education students. We do more hands on learning with math, science and reading and include field trips to enrich the students learning.

## Professional Development

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PROFESSIONAL DEVELOPMENT - Professional development opportunities must be provided for staff, relative to the determined needs. Options for training and support need to be available for parents and community as well. All PD opportunities should be based on the CNA done by the school staff.

Describe the school level Professional Development and how it aligns to the goals and needs of the school, as well as the district goals.

(749 of 2000 maximum characters used)

Book study during staff meetings to target math or reading goals ( ordered a math book "Number talks-Computation for strategies" and the book called "Book Love" for reading), New reading series (Journeys 2017)training to tie to Common Core standards, This summer new staff will be attending TOP 20, some have attended 95% Reading, other staff will be attending PBIS/RTI to build a positive relationships between students and staff. Staff are interested in more training in math strategies--we prefer more of AVMR as we have some new staff in elem this fall and it has been a couple of years since we trained. Our Computation in Aimsweb is low and on our Smarter Balance math tests we were low- so our goals are focused on raising those math skills.

Optional - Upload school level Professional Development plan.

Choose File | no file selected

No files are currently uploaded for this page.

## Parent and Family Engagement

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### Assurances:

- The school assures it will provide activities/strategies to increase parental involvement.
- The school assures a school level Parent Involvement Policy is annually reviewed and revised with parent input.
- The school assures a school level Parent Involvement Policy is distributed to parents.
- The school assures a Parent/School Compact is distributed.
- The school assures an annual meeting is held to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program.

Briefly describe what parent and family engagement looks like in the school.

(682 of 2000 maximum characters used)

Gold Note from the principal that targets math and reading and suggestions for parents to do at home with students We have a parent meeting once a year at noon to share the goals with parents and go over our plans. We also have parent nights in the fall and/or spring with a math night or science or reading/arts Parent Contacts per teacher: We also use ICU- which allows teachers to send a text message to a parent to notify of a missing assignment/s of their child Fall Registration-- also school pictures are taken at this time to help parents Open Award Assemblies (monthly). Parent Teacher Conferences two times a year. Also an Open House "Kick off" for the school year Aug 24

What Professional Development does the school provide to build the capacity of staff to build family partnerships?

([count] of 2000 maximum characters used)

Newsletters from the teachers, GOLD NOTES from the principal have articles for parents to promote reading and math at home, Webpage where teachers



Submit

Instructions

**The application has been submitted for review.**

Consistency Check

Lock Application

Unlock Application

Consistency Check was run on:

5/18/2016

LEA Data Entry submitted the application for review on:

5/18/2016

LEA Administrator submitted the application to SDDOE on:

5/23/2016

Final Review

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**Amendment Description**

[Click for Instructions](#)

**This page is not applicable to the Original Application**

**Application History** (Read Only)

[Instructions](#)

| <b>Status Change</b>       | <b>UserId</b>       | <b>Action Date</b> |
|----------------------------|---------------------|--------------------|
| Submitted to SDDOE         | Linda Foos (141)    | 05-23-2016         |
| Submitted for Local Review | Carol Ersland (830) | 05-18-2016         |

Expand All

Schoolwide Program

Page Status

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for editing

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