

# *WAGNER COMMUNITY SCHOOL*



*Every Child, Every Chance, Every Day*

**School Improvement Plan**  
**Wagner Community School District 11-4**  
**101 Walnut Avenue SW**  
**Wager, SD 57380**  
**[www.wagner.k12.sd.us](http://www.wagner.k12.sd.us)**

# Mission

Wagner Community School will provide “Every Child, Every Chance, Every Day” to excel.

# Belief Statements

We will:

1. Recruit and retain highly qualified personnel who are dedicated and motivated to increasing their professional knowledge and skills.
2. Interact with students, parents, community members, and staff to provide the highest quality education.
3. Make decisions based on needs, available resources, research, and best practices.
4. 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.

## School Leadership

Superintendent- Matt Yost

Buisness Manager- Lory DuFrain

High School Principal- Loretta Kokes

Middle School Principal- Steve Petry

Elementary School Principal- Mike Duffeck

Early Learning Center Director- Dr. Sara Hansen

District Special Education Director- Mischelle Slaba

District Technology Director- Rodney Dally

School Board President- Chad Kreeger

Vice President- Jay Kokes

Board Member- Pat Breen

Board Member- Dan Dion

Board Member-Danielle Krcil

Board Member-Derrick Marks

Board Member- Jamie Tjeerdsma

# **Wagner Community School School District Improvement Plan**

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## 2 – District Profile

### Our District

Wagner Community School is located in southeast 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, Wagner Area Growth, and employs an Economic Developer. The Boys and Girls Club of Missouri River Area 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. In 2021-2022, the percentage of students that qualified for free or reduced lunches was at 100%. The Wagner Community School provides a free breakfast and lunch to all K – 12 students through the CEP Program.

Students are bussed a total of 760 miles per day to school from throughout the school district to one attendance center in Wagner, which is a preschool through 12th grade center. The Wagner leadership and community have committed to maintaining top-notch facilities to give our students every advantage possible to succeed.

**1999:** Building addition that houses 5<sup>th</sup>-8<sup>th</sup> grades.

**2004:** Building addition of new gymnasium, weight room, and locker rooms.

**2006:** State of the art Early Learning Center built in a partnership with South Central Child Development Inc. The building serves students ages 3-5.

**2010:** New kitchen, commons, and serving area along with new elementary and secondary offices.

**2011:** Business office addition with parking lot and a remodel of Middle School offices.

**2014:** High School remodel which included new science, business, math, social studies, culinary arts and art classrooms.

**2015:** Addition of outdoor classrooms, geodome, and wildlife refuge area.

**2016:** Elementary addition and remodel.

**2019:** Lighting system at the football/track were replaced and the theater was renovated.

**2021:** Remodel of the locker rooms and state of the art shop classrooms was completed. Also during this project a brand new 8-lane track and turf football field was installed.

**2022:** Building addition with included Middle school rooms, new science labs for middle school/4<sup>th</sup> grade, 4<sup>th</sup> grade classrooms, kindergarten rooms, and support services offices

\* A Strategic 5 year Capitol Outlay Plan is maintained by the school board.

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 13.2 years of experience and the district also employs approximately 30 paraprofessionals 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, MTSS and PBIS also promote student success and responsibility.

Wagner houses three fulltime school counselors. Counselors provide support district wide but are assigned at the elementary, middle school, and high school levels. Our school counselors promote character education and support all students and families who are in need. Lewis and Clark Behavioral provide long term counseling services for our students. The district has also partnered with Wagner Community Health and Indian Health Services to help provide any mental health supports that are needed by our students or families.

The Wagner Community School District is part of the South Central Educational Cooperative located in Tyndall, SD. The South Central Coop provides services in the area of speech/language, occupational therapy, physical therapy, school psychology and early childhood special education for the member schools.

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, Chromebooks, and iPods. Wagner School ensures there is a computer for all students in grades 9-12, and Chromebooks for all students in grades 1-8. Kindergarten classrooms maintain individual technology labs. The increase in availability of devices has increased the use of technology in the classroom. Combining the laptop usage with interactive whiteboards in every classroom, technology has become a critical tool for education.

Educational and extra-curricular activities, designed to benefit students, are offered by the Wagner School District. The district boasts a full range of athletic opportunities, a K-12 art program, as well as vocal and instrumental music programs. High school students may also develop their talents through membership in school organizations such as National Honor Society, HOSA, FFA, Culture Club, Activities Council, and Student Council. Wagner also offers drama and oral interpretation programs as part of the fine arts program.

Wagner Community School offers a wide variety of programs to enhance students' educational experience including Standard Based Curriculum, One-to-One Laptop Initiative, and a universal preschool. Hands on engaged learning is promoted through the use of outdoor education, a Geodesic Greenhouse, Aquaponics, LEGO education, Robotics, and daily intervention periods. Another focus for the district is that of Jobs for America's Graduates (JAG) program. This program provides career oriented training and future focused planning for a core group of students in grades 7-12.

### **3 – Demographic Data**

#### Student Profile

	<b>2018-19</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Student to Staff Ratio	13	12.8	12.8	11.7
Number of Graduates	32	40	35	40
Graduation Percentage	83%	80%	83%	89%
% of Students Eligible for Free/Reduced Lunch	100 % CEP	100 % CEP	100 % CEP	100 % CEP
% of Students with Special Needs	12.5%	12.6%	12.8%	13.3%

#### Staff Profile

	<b>2018-19</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Certified Instructional Staff (# FTE)	73.2	72.8	72.9	78.3
Average Years of Experience	13.6	14.4	13.8	13.2
% with Advanced Degrees	37.8%	37.8%	36.5%	38%
Teachers with Emergency or Provisional Credentials	0	0	1	1
Average Teacher Salary	\$49,493	\$51,847	\$52,596	\$53,829

#### District Enrollment

	<b>2018-19</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Enrollment K-12	843	803	814	798
Average Daily Membership K-8	551.66	636.21	579.44	593.06
Average Daily Membership 9-12	168.88	181.25	188.17	191.22
Open Enrolled Students	83	91	83	75
District Drop-Out Rates	1.3%	3.7%	2.6%	2.6%
District Attendance Rates	94.22%	96.1%	92.5%	91.5%

# **4 – Needs Assessment, PD, Highly Qualified Staff, and Administrative Waivers**

## **Data Review Process**

The Wagner Community School completed the South Dakota Department of Education Comprehensive Needs Assessment process in the 2021-2022 school year. The goals determined by the leadership committee are reviewed bi-annually and updated yearly. These goals are shared and discussed with the entire staff during teacher inservice days. Building level principals facilitate strategic meetings to review and create goals that impact student achievement on the state assessments, along with building level progress monitoring assessments. The Elementary school utilizes FastBridge, curriculum created assessments, Student Learning Objectives and PBIS data. The Middle School utilizes NWEA MAP growth assessments, Student Learning Objectives and PBIS data. The High School utilizes NWEA, district created assessments, ACT, and Student Learning Objectives data.

## **Professional Development**

The Wagner School District devotes in-service time to the dissemination and dissection of the South Dakota State Smarter Balanced test data. This exercise assists the district in focusing on the success of all students, as well as increasing teacher effectiveness and student learning. The school district encourages and supports current teachers to further their education through continued classes, on-going trainings, and advanced degrees. The district surveys staff members to help determine planning for district wide contracted professional development days.

## **Planning Calendar**

The Wagner School Leadership Team developed the following plan to deliver professional development. Professional development was led by district administration, as well as input provided by Wagner teaching staff, during the planning process. All teachers are required to attend the local professional development activities. Teachers are also afforded opportunities to attend professional training outside the district and are highly encouraged to do so.

Comprehensive Needs Assessment Team- Ongoing quarterly meetings

Building Level Staff Meetings- Monthly Building Level MTSS and PBIS meetings by-weekly

August- 3 Days of new teacher induction (business, culture, mentoring)

2 Days of teacher inservice (Superintendent goals, moral, business, best practice strategies)

October- 1 Day of teacher inservice (Data retreat local and state assessments, building level goal setting)

November- 1 Day of teacher inservice (Building level goal review, teacher job alike, education best practice presentations as needed)

February- 1 Day of teacher inservice (District level assessment review/goals, Building level work groups, education best practice presentations as needed)

March- 1 Day of teacher inservice (District level assessment review/goals, Building level work groups, education best practice presentations as needed)

May- 1 Day of teacher inservice (recognition of staff, building level planning for upcoming school year)

\* This plan is designed to be on-going and will be reviewed annually or more frequently, if needed.

## Highly Qualified Teachers

The Wagner Community School District attracts highly qualified professionals through a variety of recruiting methods and job notifications. We advertise job openings within the school, local and regional newspapers, through the Associated School Board website, as well as contacting higher education institutions. If necessary, we will attend teacher job fairs to recruit highly qualified teachers. All applicants must submit an application, references, and transcripts. All teachers and paraprofessionals must also complete a background check before working with children. All special education and Title I paraprofessionals meet the highly qualified paraprofessional requirements of ESSA.

## Administrative Waivers

2018-2023 Credit Before Grade Nine; administrative rule 24:43:11:01

**Algebra 1**



## 5 – Special Education Profile

### Disability Prevalence

	2018-19	2019-2020	2020-2021	2021-2022
Autism	10	8	9	11
Speech/Language Disorder	27	22	25	23
Cognitive Disability	14	12	15	14
Specific Learning Disability	23	24	19	23
Multiple Disabilities	2	2	2	2
Orthopedic Impairments	3	3	2	2
Emotionally Disturbed	5	3	4	6
Other Health Impaired	11	12	13	17
Developmental Delay	19	25	25	16
Visually Impaired				
Hearing Impaired	2	3	3	3
Deaf	3	3	1	3
Deaf-Blind				
Traumatic Brain Injury		1	1	1
<i>Total Child Count</i>	119	118	119	121

### Special Education Placement Categories

	2018-19	2019-2020	2020-2021	2021-2022
General Classroom	79	70	79	96
Resource Room	13	15	13	10
Early Childhood Special Ed Classroom		1		1
Early Childhood + Service in other location	26	30	24	12
Self-Contained Classroom			1	
24-Hour Program				
PR Early Child/PT Early Child SE				
Home				
Residential Facility		1	2	2
Separate Day School	1	1		
Day Program				
Home/Hospital Program				
<i>Total</i>	119	118	119	121

## **6 – Transition Plan**

Some features that influence our students' transitions through their education include:

- We are a K-12 school system that is all in one location under one roof. Our students utilize common facilities (lunch rooms, gymnasiums, library, music/band rooms, art rooms) at all grade levels.
- High school and middle school students have many of the same high school staff as coaches and teachers. Therefore, they already know the staff.
- For new students and parents to the district, tours are provided to become familiar with the building.
- Infinite Campus provides a Parent Portal for enrolled students. This access assists families in keeping track of class performance, attendance, and grades.

### **Transition to Elementary School**

- The Wagner Community School offers 5 full day kindergarten for qualified students.
- An annual preschool screening is held.
- Kindergarten Roundup is held annually in our school district. During the Kindergarten Round Up, the teachers address skills and expectations for the students.
- Kindergarten teachers make home visits to all of their incoming student families.
- An Open House is held prior to the start of school each year for parents and students to become familiar with the classroom teachers and classrooms.
- Students attend Wagner Elementary School through the 4<sup>th</sup> grade.

### **Transition to Middle School**

- 5<sup>th</sup> grade students move between classrooms and have lockers.
- The principal and/or counselor meets with the 4<sup>th</sup> grade students, prior to their 5<sup>th</sup> grade year.
- In the spring, the middle and elementary principals and counselors provide an orientation for students to become familiar with the schedule, classroom locations, and lockers. Students have the opportunity to meet their teachers, visit the middle school wing of the building, find lockers, and ask questions.
- 4<sup>th</sup> grade teachers' input is solicited to determine groupings for middle school classes.
- 6<sup>th</sup> grade classrooms are located as to allow minimal movement from room to room to decrease transitional issues.
- Parents/guardians and students attend a school registration day. Families receive the middle school handbook, can ask questions to the principal or counselor, and also visit the middle school area.

### **Transition to High School**

- Eighth graders meet with the principal and/or counselor to schedule classes in the spring of each year
- Eighth graders meet with the principal and/or counselor to review the graduation requirements.
- Class registration sessions are conducted by the principal and/or counselor to advise/educate students on the course offerings.
- 9<sup>th</sup> grade orientation is held in prior to a new school year, where students and parents are introduced to staff, provided schedules and discuss changes from middle to high school.
- 9<sup>th</sup> grade students meet with the principal and/or counselor in during first week of the school term to dicuss graduation requirements and their personal learning plan.

# Transition to Post-Secondary or Workforce

High school students are involved with:

- 8<sup>th</sup> grade attends Career Fair in Wagner
- Juniors attend Post High Planning Days in Mtichell
- Job shadowing (9-12 grades)
- SDMyLife.com
- ACT Prep Classes are made available
- College Visit Days (11-12 grades)
- College/University, Technical, and Military Representative onsite visitations
- Individual career and post-high counseling and scholarships
- Youth Internship
- Financial aid informationnight scheduled for parents and students

# **7 – Monitoring, Fiscal Responsibility, Parental Involvement, and On-going Development**

## **Monitoring/Evaluation**

SD-Stars and DOE Report Card are utilized by the leadership team to analyze student achievement. In addition, teachers are encouraged to utilize the Smarter Balanced portal to access test results. Annually, teachers and administrators breakdown and analyze the Smarter Balanced test results. Data is extracted from SD-Stars and the Online Reporting System found with South Dakota Smarter Balanced Assessment Portal. During the analysis, teachers are looking for consistencies, strengths or weaknesses for the individual strands and standards. Teachers then focus on the targets/standards where weaknesses were observed. Teachers also look at individual student reports and note any concerns at the student level. Periodic in-service days are scheduled during the school year for professional development and opportunities to collaborate.

NWEA Map assessments are used for grades 5-8 to monitor progress in reading and math throughout the year. Chapter and unit test performance are also taken into consideration when forming/adjusting intervention groups. In K-5 MTSS teams identify student groups for evidence based reading and math interventions groups. The MTSS team utilizes Fastbridge, curriculum, and teacher created assessments and input data. High School staff utilize ACT, National Career Readiness Assessment and ASVAB results as applicable and appropriate.

Student progress and results are shared with parents in a variety of ways. Parents can also access their child's academic progress through the Parent Portal with Infinite Campus, an on-line student information program. Parents can also access teacher lesson plans through an electronic lesson plan program called Planbook. The Power of ICU program is utilized in Middle school and High school to monitor student performance. Staff conduct weekly grade checks during advisory period. Parents also receive midterm and quarterly reports for their student's grades. Parent-Student/Teacher Conferences are held once per semester during the school year.

## **Fiscal Responsibility**

Teachers have been provided quality professional development, release time has been, and will be, provided for teachers to work on curriculum, assessment, and instructional strategies. Substitute costs will be covered through district or state funds. District level administrators and/or teachers trained in effective strategies will be available to meet with groups of building level teachers. Any school curriculum materials or supplemental materials will be identified and purchased as needed or as budgeting and funding allows.

## **Parent Involvement & Education**

School district data and reporting is located in each school office and advertised on our school website. In addition, assessment data is discussed at a school board meetings and summary letters are mailed for each student who participates in state testing. We also utilize a parent notification system (schoolmessenger) to increase parent contact and notify them of important announcements. Parents are notified of their student's grades every 4 1/2 weeks and at the end of each quarter. Parent teacher conferences are held once per semester. All parents have access to the online Parent Portal on Infinite Campus, the district's grading program. Educational programs for parents are sponsored through the Title I program, special education department, and the school. The district maintains a website which has the most current information about programs, staffing, activities, and other school information.

# On-Going Program Development

Wagner School District leadership will develop a strategic plan and review the plan quarterly to assess programs toward the overall goal.

## **8 – Smarter Balanced Test Results – ELA/Reading**

Percent of Students Proficient or Advanced (by grade level)

	2018-2019	2019-2020	2020-2021	2021-2022
3 <sup>rd</sup>	38.57		31.88	49.68
4 <sup>th</sup>	38.16		26.38	33.85
5 <sup>th</sup>	32.86		36.51	39.19
6 <sup>th</sup>	46.29		28.77	44.08
7 <sup>th</sup>	58.57		37.36	50
8 <sup>th</sup>	55.77		49.02	45.50
11 <sup>th</sup>	60.46		75	84.78

Percent of Students Proficient or Advanced (by grade level groups)

		2018-2019	2019-2020	2020-2021	2021-2022
Gr 3 & 4	All Students	38.36		28.94	36.88
	Economical Disadvantaged	38.36		28.94	36.88
	Students with Disabilities	7.84		9.26	7.14
Gr 5 - 8	All Students	47.97		36.99	44.21
	Economical Disadvantaged	47.97		36.99	44.21
	Students with Disabilities	14.29		3.85	11.76
Gr 11	All Students	60.46		75	84.78
	Economical Disadvantaged	60.46		75	84.78
	Students with Disabilities	0		20	33.33

# **9 – Smarter Balanced ELA/Reading – Strengths and Challenges**

## **Strengths**

- High percentage of student testing participation
- Utilization of intervention groups and school-wide Title I (K-7)
- PBIS incentives offered for academic performance
- Weekly academic progress checks are made at the high school and middle school
- A positive learning environment and academic climate created through PBIS program

## **Challenges**

- COVID learning gaps.
- Students not able to test in same environment they learn in same environment they learn content in
- Time is an issue in providing quality professional development for staff
- Monitoring student performance levels in sub-groups to maintain adequate progress
- Time is an issue in adequately preparing students within content knowledge and use of testing technology
- Encouraging older students to read
- Integrating ELA across the curriculum
- More buy-in from high school students with connection of testing results to college admissions

## 10 – Smarter Balanced Results – Mathematics

Percent of Students Proficient or Advanced (by grade level)

	2018-2019	2019-2020	2020-2021	2021-2022
3 <sup>rd</sup>	55.72		36.36	55.26
4 <sup>th</sup>	46.05		37.5	32.31
5 <sup>th</sup>	12.86		12.7	12.16
6 <sup>th</sup>	22.22		16.44	19.3
7 <sup>th</sup>	38.58		25.42	39.65
8 <sup>th</sup>	50		29.42	38.63
11 <sup>th</sup>	25.59		29.55	34.78

Percent of Students Proficient or Advanced (by grade level groups)

		2018-2019	2019-2020	2020-2021	2021-2022
Gr 3 & 4	All Students	50.69		36.96	44.68
	Economical Disadvantaged	50.69		36.96	44.68
	Students with Disabilities	9.8		5.55	14.28
Gr 5 - 8	All Students	30.08		20.32	25.75
	Economical Disadvantaged	30.08		20.32	25.75
	Students with Disabilities	10.71		7.69	5.88
Gr 11	All Students	25.59		29.55	34.78
	Economical Disadvantaged	25.59		29.55	34.78
	Students with Disabilities	0		0	0



# **11 – Smarter Balanced Mathematics – Strengths and Challenges**

## **Strengths**

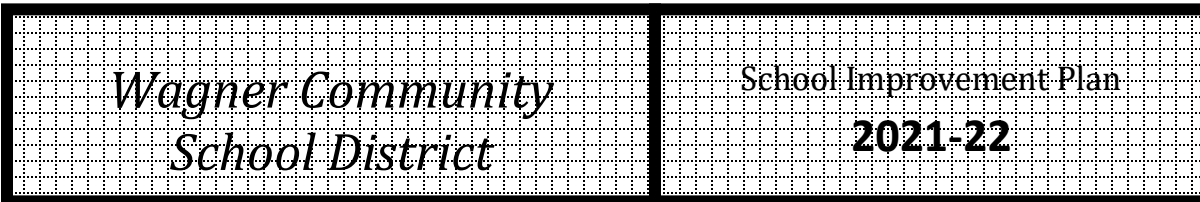
- High percentage of student testing participation
- Utilization of intervention groups and school-wide Title I (K-8)
- Utilization of IXL to improve math scores

## **Challenges**

- COVID learning gaps
- Getting buy-in from high school students with connection of testing results to college admissions
- Monitoring student performance levels in sub-groups to maintain adequate progress
- Time is an issue in adequately preparing students within content knowledge and use of testing technology

# 12 – District Goals

Goals were identified through comprehensive needs assessment and results driven accountability process.



## Wagner Community School Success Action Plan      Date: 3-1-22

### **Theory of Action:**

1. IF a structured district-wide curriculum adoption process is created and vertically-aligned, THEN teachers will be able to implement an effective curriculum, AND students will be able to make measurable gains.
2. IF we create a transparent communication process, THEN teachers will be provided the tools to communicate AND parents will be better informed about student progress, student success, student engagement and upcoming school events.
3. IF common language to address behavior is consistent throughout WCS, THEN teachers and administrators will have consistent tools and systems to apply, AND students will exhibit desired behavioral outcomes.

### **What's the focus or direction?**

1. Teacher surveys showed that an effective process isn't in place to help support teachers when choosing a new curriculum to adopt that is vertically fluid. FastBridge, MAP, and Smarter Balanced Results indicate that the current curriculum has created learning gaps. To address these, a panel will be chosen to create a curriculum adoption process with research based rubrics and coherent curriculum time-lines. Administration will facilitate the curriculum adoption process and district-wide rotation plan.
2. Parent surveys, student surveys, teacher surveys, and DDN absent notes indicate that home/school communication is a weak area within the school. To address this, an APP will be utilized to meet the desires of parents and teachers with communication. Also, to strengthen school/home communication, expectations will be discussed by administration.
3. Teacher and parent surveys indicate a lack of common staff language. To address this, Top 20 certified speakers will present at WCS. After this training, tools and expectations will be created around the 4 components: (1) everyone's first job is to help others succeed, (2) communicate 'you matter,' (3) honor the absent, and (4) see the problem, own the problem. We will develop and implement common language behavior strategies in collaboration with our current MTSS teams.

### **What's the expected outcome?**

1. Teachers will be provided with an effective curriculum that enhances student abilities and has a teaching ease of implementation.

2. Parents will be provided with a user-friendly APP to receive information from the school and parents will have clear expectations and support systems will be offered to teachers in regards to parent communication expectations allowing for more effective communication to occur between WCS and parents.

3. Teachers will have tools to implement when dealing with behavior, supporting co-workers, and assisting with academics which will maintain a constructive WCS climate.

**What potential implementation challenges need to be addressed?**  
 Potential challenges for all three action plans are: district-wide time, scheduling, cooperation between buildings, staff buy-in, and administration participation.

<p style="text-align: center;"><b>Action Plan</b></p> <p>What actions/ tasks will be used to achieve this milestone?            What resources are required to implement the plan?</p>	<p style="text-align: center;"><b>Timeline</b></p> <p>When will the actions/ tasks occur?</p>	<p style="text-align: center;"><b>Participation and Commitments</b></p> <p>Who is involved and what role do they play?            Consider Principals, Leadership Team Members, All Staff Members</p>	<p style="text-align: center;">Indicate completion of actions/tasks</p>
<p><b>Theory of Action 1:</b>            IF a structured district-wide curriculum adoption process is created and vertically-aligned, THEN teachers will be able to implement an effective curriculum, AND students will be able to make measurable gains.</p> <p><b>Tasks/Steps 1:</b></p> <ol style="list-style-type: none"> <li>1. Administrative cabinet develops curriculum time-line.</li> <li>2. Curriculum adoption team will create rubrics and time-line checklists.</li> <li>3. Building principals will oversee the curriculum adoptions.</li> </ol> <p><b>Resources Required:</b> Rubrics for all subject areas, Budgets, Data analysis, Professional Development for new curriculum training</p>	<p style="text-align: center;">Summer 2022</p> <p style="text-align: center;">Yearly Cycle</p> <p style="text-align: center;">Yearly Cycle</p>	<p style="text-align: center;">Superintendent Cabinet</p> <p style="text-align: center;">Curriculum adoption team of administrators and teachers</p> <p style="text-align: center;">Building Principals</p>	
<p><b>Theory of Action 2:</b>            IF we create a transparent communication process, THEN teachers will be provided the tools to communicate AND parents will be better informed about student progress, student success, student engagement and upcoming school events.</p> <p><b>Tasks/Steps 2:</b></p> <ol style="list-style-type: none"> <li>1. Create a school-wide interactive APP.</li> <li>2. Streamline the process for how information is added.</li> </ol>	<p style="text-align: center;">Summer 2022</p>		

<p>3. Administrators will provide explicit expectations for communication.</p> <p>4. A tutorial video will be created for educating parents on how to use the app.</p> <p><b>Resources Required:</b> School APP \$1,500,</p>	<p>Summer 2022</p> <p>August 2022</p> <p>Summer 2022</p>	<p>Technology Director/Cabinet</p> <p>Superintendent Cabinet</p> <p>Building Principals</p> <p>Technology Department</p>	
<p><b>Theory of Action 3:</b> IF common language to address behavior is consistent throughout WCS, THEN teachers and administrators will have consistent tools and systems to apply, AND students will exhibit desired behavioral outcomes.</p> <p><b>Tasks/Steps 3:</b></p> <ol style="list-style-type: none"> <li>1. A Top 20 presentation will occur during the 2022-2023 beginning of the year staff training at WCS for all staff.</li> <li>2. The MTSS team will create overlying WCS components along with strategies needed to assist application for each component per grade level.</li> <li>3. Professional development will be provided for staff during in-service days.</li> <li>4. Staff meetings will discuss the component implementations.</li> </ol> <p><b>Resources Required:</b> Top 20 training, MTSS meeting dates, PD</p>	<p>August In-service</p> <p>Scheduled Bi-Weekly Meetings</p> <p>Professional Development Meetings</p> <p>Monthly Staff Meetings</p>	<p>Superintendent/Top 20 Presenters</p> <p>Assigned Teachers and Building Principals</p> <p>Superintendent/Building Principals</p> <p>Building Principals/Staff</p>	

**Expected Milestone/Outcome**

What do you anticipate accomplishing by the end of the year?

1. Curriculum adoption process will be ready to use for all subject areas with detailed rubrics, checklists, and time-lines.
2. School APP in use with staff expectations on home/school communication.
3. 4 WCS components will be created. Timelines for strategy implementation will be put in place.

**Evidence of Progress**

What data will be collected and analyzed to inform you of your progress?

1. Data from FastBridge, MAP, and Smarter Balanced results.
2. Parent and teacher survey results.
3. Teacher survey results.

# 13 - College and Career Readiness

## Wagner ACT Results

		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Number Tested</b>		43	25	33	48
<b>English</b>		18.3	19.3	21.4	17.3
<b>Math</b>		19.1	19.5	21.7	18.9
<b>Reading</b>		20.6	21.6	24.5	19.5
<b>Science</b>		21.1	20.8	22.8	19.5
<b>STEM</b>		20.4	20.4	22.5	19.5
<b>ELA</b>				20.3	15.7
<b>Writing</b>				7	5.8
<b>Composite Score</b>		19.8	20.5	22.6	18.9

## State ACT Results

		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Number Tested</b>		5707	5277	4754	5058
<b>English</b>		20.4	20.7	20.3	20.5
<b>Math</b>		21.2	21.6	21.3	21.3
<b>Reading</b>		22.1	22.4	22.4	22.2
<b>Science</b>		21.8	22	21.9	21.8
<b>Composite Score</b>		21.5	21.8	21.6	21.6

## Wagner NCRC Results

		<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Number tested</b>		19	37	44
<b>% Platinum</b>		15.79	16.22	4.55
<b>%Gold</b>		36.84	21.62	29.55
<b>%Silver</b>		5.26	35.14	38.64
<b>%Bronze</b>		26.32	21.62	25
<b>%No cert</b>		5.26	5.41	2.27
<b>%Incomplete</b>		5.26	0	0

## State NCRC Results

		<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Number tested</b>				
<b>% Platinum</b>		18.03	17	14.91
<b>%Gold</b>		23.37	23.16	24.96
<b>%Silver</b>		33.07	34.69	36.14
<b>%Bronze</b>		18.39	17.61	17.18
<b>%No cert</b>		6.32	6.24	6.65

