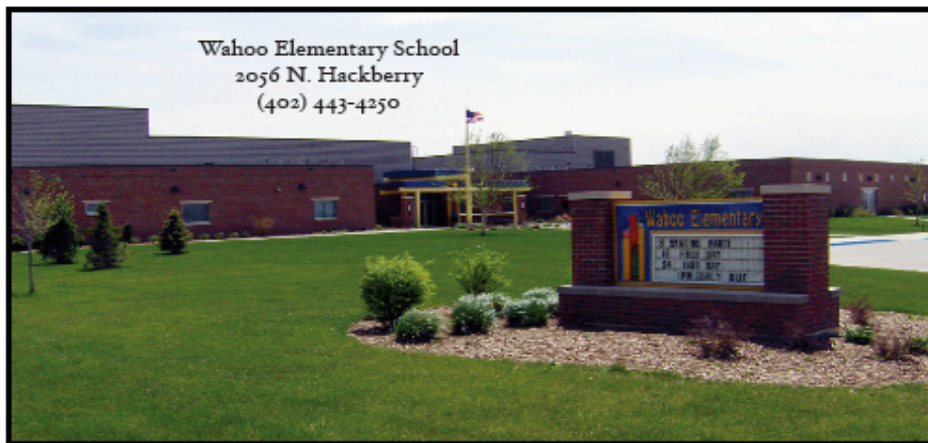


Wahoo Public Schools

Wahoo, Nebraska
www.wahooschools.org

“Developing Capable and Responsible Life-Long Learners”



School Profile



2010-2011
Continuous School Improvement
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MISSION STATEMENT

The Mission of the Wahoo Public Schools, with the support of our community, is to develop capable and responsible life-long learners.

To accomplish this mission, the resources of the district will be focused across the curriculum to enable all students to demonstrate:

Communication Skills

The clear exchange of ideas using reading, writing, speaking and listening skills through various media. Depending on the media used, the communication may be enhanced by the use of music, artwork, computer graphics, sound and/or items constructed by the student.

Social Skills

The social skills needed to interact in a culturally diverse learning environment and beyond. These skills include, but are not limited to, the Boys Town Social Skills Model.

Applied Skills

The ability to gather, process, recall, evaluate and apply information in various disciplines, culminating in projects with measurable criteria.

The responsibility of achieving the mission of the Wahoo Public Schools is shared equally by:

Students as they actively participate in the educational programs and experiences provided by the district, and as they demonstrate commitment and effort to learn.

Parents and guardians of the district students as they strongly support the teaching and learning process.

District faculty as they actively support the district's curriculum, enable students' learning, and work as a team with all district personnel.

The members of the board of education as they establish policies, allocate financial resources, provide leadership and vision and support students and staff in the pursuit of these goals.

District administrators as they encourage academic excellence, give instructional leadership and supervise the overall operation of the district.

District support staff as they enable student learning by providing the framework needed for a positive learning climate.

District patrons as they provide resources, facilities and support for quality education.

SCHOOL DISTRICT COMMUNITY

SCHOOL

Wahoo Public Schools is a rural school district located 30 miles west of Omaha and 30 miles north of Lincoln. The Elementary building is on the same campus as the High School and Middle School. The buildings are located on the north edge of the community. The campus covers approximately 40 acres of land. The school district enrollment grades PK-12 is approximately 943 students. The district provides a Head Start/Special education Preschool that serves Saunders County and provides an Alternative High School. The administrative team consists of a superintendent, three principals, director of learning and special education advisor.

Students in the Wahoo Public Schools are provided a core educational program with the following graduation requirements: 4 yr of Language Arts (additional semester for class of 2011 and beyond); 4 yr of Math; 3 yr of Science; 3.5 yr of Social Studies; 1 yr of Physical Education, Fine Arts and Technology; and .5 yr Life Skills and Speech. Required electives hours have dropped from 80 hr. (for class of 2009) to 65 hr. (class of 2011 and beyond) due to increased core requirements.

Additional academic support is provided in High Ability Learner Education, Special Education, Limited English Proficiency, Speech/Language Therapy, Reading Recovery, Title I Reading, Technology, Art, Music, Physical Education, Career Education and Guidance. Extra curricular opportunities include: Student Council; Yearbook; SADD; Project Extra-Mile; Chess Club; Quiz Bowl; Instrumental and Vocal Music; sports for male and female athletes; weight lifting; Distance Learning; OdysseyWare-online learning; South East NE Career Academy; Summer Institute; Summer School; Close Up; National Honor Society; Skills USA; FCCLA; Future Business Leaders of America and Fellowship of Christian Athletes.

TEACHERS

	Count	Ethnicity (non- white)	Master's Degree %	Average years of Experience	Qualified (endorsed in area taught-HS)	Student teacher ratio	NCLB Qualified
2009-10	71	0	47.39%	14.04	91%	13.2	100%
2008-09	70	1	41.67%	13.88	96.36%	13.3	100%
2007-08	69.3	1	36.62%	13.30	98.83%	12.5	100%
2006-07	66	0	27.94%	14.76	98.40%	n/a	99.5%
2005-06	67	0	29.41%	14.32	98.01%	n/a	n/a

Data from NDE State of the Schools Reports

The Elementary (opened in August 2002) has an enrollment of approximately 428 students in kindergarten through fifth grade including 30 option enrollment students. We have a dedicated elementary staff of 35 certified teachers, 15 support staff, a counselor (.6 FTE), 2 secretaries and a principal. Head Start/Special Education Preschool is housed in this facility and has 39 students, 4 certified teachers and 7 support staff. We have a joint Parent Teacher Organization with the Middle School dedicated to supporting our students and schools.

Wahoo Middle School is located on the 2nd floor of the high school building. The current enrolment is approximately 200 students in grades 6-8 including 12 option enrollment students. We have a dedicated staff (some of whom are shared) of 19 certified teachers, 4 support staff, a secretary, shared counselor (.4 FTE) and a principal. Students participate in an 8 period day, consisting of 6 core classes, 1 period of exploratory and one elective period.

Wahoo High School has approximately 276 students in grades 9-12 including 29 option enrollment students. This includes an Alternative School designed to accommodate a student enrollment of 15. The Alternative School is a voluntary placement for students and community schools can purchase slots for their students. We have a dedicated staff (some of whom are shared) of 25 certified teachers, 5 support staff, 2 secretaries, and a counselor. We have an eight period day with a split lunch. Students are required to enroll in seven out of eight classes unless they have earned START (Senior Transition Aimed at Responsible Time-management), are in a work-study program, credit recovery program or participate in the Southeast Career Academy Program.

District wide shared staff includes director of athletic programs, director of creative programs, director of learning, special education advisor, director of media services, district psychologist and a information technology specialist. Our custodial staff of 7 provides a clean and safe environment for our students as well as positive interaction with our students.

STAFF

	Admin	Certificate d Staff	Support Staff	Counselor	Clerical	Custodial	Other
District Office	3				2	3	12
Preschool /Sped		4	5				1
Elementa ry	1	34 + (2 shared)	16	.6	2	2	3
Middle School	1	12 + (8 shared)	3	.4	1	2shared w/HS	3shared w/HS
High School	1	25 (6 shared)	7	1	2	2shared w/MS	3shared w/MS

COMMUNITY

Wahoo is the county seat of Saunders County and annually hosts the County Fair, a PRC rodeo, and events at the historical museum. Wahoo is ‘home office’ for the David Letterman Show and current Nebraska Governor, Dave Heineman, graduated from Wahoo High School. A new aquatic center, library and county hospital were recently completed. Future projects include Lake Wanahoo and an enclosed two million dollar shooting range and youth training center. The business future of Wahoo remains promising due to its cultural past, the close proximity of the metro areas for expanded employment opportunities and the soon-to-be-completed four-lane expressway near Wahoo.

Wahoo population: 3, 942 (increase of 1.28% from 2000); Saunders County population: 20,057 (increase of 1.1% from 2000)

Percent pop-females: Wahoo 52.6%; Saunders County 49.4%

Median age: Wahoo 38.8; Saunders County is 40.1 years.

Age 65 or over: Wahoo 21.4%; Saunders County is 15.1%

Ethnicity-White: Wahoo 98.4%; Saunders County 98.3%

Black: Wahoo .2%; Saunders County .3%

Am. Indian/Ala. Native: Wahoo .4%; Saunders County .3%

Asian: Wahoo .4%; Saunders County .3%

Hispanic: Wahoo .8%; Saunders County 2.1%

Language other than English spoken in the home: Wahoo 5.4%; Saunders County 4.5%

High School degree attained: Wahoo 82.5%; Saunders County 86.8%

Bachelors degree or higher attained: Wahoo 19.8%; Saunders County 16.9%

Home ownership: Wahoo 68.9%; Saunders County 79.7%
 Families below poverty: Wahoo 8.3%; Saunders County 7.4%

From US Census Quick Facts

2010-11 School Property tax rate is: \$1.18
 Assessed Valuation is: \$564,486,492
 Bonded indebtedness of the school is: \$9,400,000.

ACCREDITATION AND CONTINUOUS SCHOOL IMPROVEMENT HISTORY

Wahoo Public Schools is accredited by the State of Nebraska and Wahoo High School also holds regional accreditation from the North Central Association. In 2010, Wahoo High School was a Century Award Winner for 100 years of accreditation.

2004-2005	-Curriculum alignment-CLI model -Data collection -Profile completion -External team review -Goals selected -Mission revisited
2005-2006	-Researched interventions & strategies -Learning teams established -Staff development related to interventions -Completed SIP draft -Goals, Interventions, Strategies
	SIP Goals: All students will improve in math problem solving. To improve reading comprehension in all curricular areas.
2006-2007	-Implemented SIP -Collected data, documentation
2007-2008	-Implemented SIP -Collected data, documentation
2008-2009	-Celebrate -Analyze trend data -External review (not conducted) -Evaluate status of all interventions/ strategies -Make decisions concerning goals for future
2009-2010	-Data collection-ongoing -Analyze data-ongoing -Profile update -Action Plan update -School/community input-Standards Assessment Review
	SIP Goals: To improve reading comprehension in all curricular areas. Math Focus: To be identified by PLC teams (2009)
2010-2011	-Data collection-ongoing -Analyze data-ongoing -Profile update

	-Action Plan update -Self Assessment -External Review -Identify next steps
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School Improvement Timeline
see Appendix 1

CLI-Long Range Plan
see Appendix 2

School Improvement Action Plan-Math
see Appendix 3

School Improvement Action Plan-Reading
see Appendix 4

STUDENT CHARACTERISTICS

	FRL	Mobility	ELL	Special Ed	Grad. Rate	Drop Out Rate	Attend. Rate
2009-2010	30.17%	11.42%	1.46%	↑ 18.14%	↑92.54%	1.21%	↑95.84%
2008-2009	31.57%	9.83	.90%	↑ 15.93%	↑95.52%	.47%	↑95.85%
2007-2008	34.74%	10.02%	.90%	14.86%	↑94.20%	1.40%	↑95.89%
2006-2007	34.23%	8.31%	.79%	↑ 16.63%	↑92.31%	.69%	↑95.68%
2005-2006	↑ 38.49%	11.25%	1.61%	14.47%	↑98.65%	0%	↑95.03%

↑ Above State Average

PROGRAMS

The following programs are available to the students at Wahoo Public Schools:

- | | |
|----------------------------|----------------------------------|
| Student Council | Fellowship of Christian Athletes |
| Band | 7-12 Volleyball |
| Vocal Music | 7-12 Football |
| Speech and Drama | 7-12 G/B Cross Country |
| One-Act Play | 7-12 G/B Golf |
| International Thespians | 7-12 G/B Basketball |
| Mock Trial | 7-12 G/B Track |
| Distance Learning | 7-12 Wrestling |
| Career Academy | 9-12 Softball |
| Quiz Bowl | 9-12 Baseball |
| Yearbook/Newspaper | 9-12 Cheerleading |
| Close Up Honors Government | 9-12 Dance Team |
| National Honor Society | Spanish Club |
| Academic Decathlon | Skills USA |

FCCLA (Family, Career and Community Leaders of America)
 SADD (Students Against Destructive Decisions) Art Club
 FBLA (Future Business Leaders of America) Chess Club

Wahoo Public Schools also offer a variety of academic programs that enhance student learning in the district.

Head Start Pre-school Education
 All-day everyday Kindergarten
 Full Special Education Program with Inclusion
 Gifted Education (HAL)
 WEBSS (Student Assistance Team)
 Saunders County Spelling Bee
 Alternative High School
 Dual enrollment w/college
 Inclusion Speech Therapist
 Inclusion Occupational Therapist
 Distance Learning Lab
 WHS Book Club
 Odyssey Ware-On-Line Courses

Wahoo Public Schools has welcomed Foreign Exchange students into our school community. Our district families hosted a student from Germany in 2004-05; a student from Yemen in 2005-06; three students from Germany in 2008-09 and currently a student from Germany.

The Curriculum and Instructional sequence for Wahoo Public Schools was developed with the help of the Nebraska Department of Education, Educational Service Unit 2 and the local school improvement team. After aligning the curriculum using the CLI process, High Achievement Outcomes (HAO) were written for all content areas at each grade level. Resources were selected and summative assessments were developed. Strategies for school improvement goals have been implemented and reviewed. We have begun the process of comparing HAOs to the updated NE standards. Currently, we are focused on accountability through alignment to NE standards and close review of the Nebraska State Accountability (NeSA) tables of specifications and performance level descriptors. The authentic curriculum of the district is housed on Curriculum Mapper giving horizontal and vertical teams access to living curriculum documents for team review, discussion and planning.

GRADUATION REQUIREMENTS

The following chart includes course work required to meet basic WHS graduation requirements. Graduation requirements are two-fold: a minimum of 250 credits and all required classes.

A. REQUIRED COURSES

1.	ENGLISH	4- **4.5 years (8- **9 semesters) 40-**45 credits includes English 9: Semester 1 & Semester 2 English 10: S1 & S2 English 11: S1 & S2 **Senior English: Senior Composition (S1 & S2), or a combination of two semesters of the following senior English electives: American Lit., British Lit., Creative Writing or World Literature Speech: one semester
2.	MATH	3- *4 years (6- *8 semesters) 30-*40 credits includes Algebra 1: S1 & S2
3.	SCIENCE	3 years (6 semesters) 30 credits
4.	SOCIAL STUDIES	3.5 years (7 semesters) 35 credits includes *World Geography (S1 & S2) *World History (S1 & S2)

U.S. History (S1 & S2)
 American Government (1 semester)

Class of 2009 only: option of two Social Studies Electives (2 semesters) in place of World Geography year-long requirement.

- | | | | |
|----|-------------------------------------|--------------------------|------------------------------|
| 5. | PHYSICAL EDUCATION | 1 year (2 semesters) | 10 credits |
| 6. | FINE ARTS | 1 year (2 semesters) | 10 credits |
| 7. | BUSINESS &/or TECHNOLOGY | 1 year (2 semesters) | 10 credits |
| 8. | LIFE SKILLS | 1/2 year (1 semester) | 5 credits |
| 9. | ELECTIVES | (16- *14 **13 semesters) | 80-*70 - **65 credits |

Note: * indicates a change that begins with the Class of 2010 and continues
 ** indicates a change that begins with the Class of 2011 and continues

ASSESSMENTS

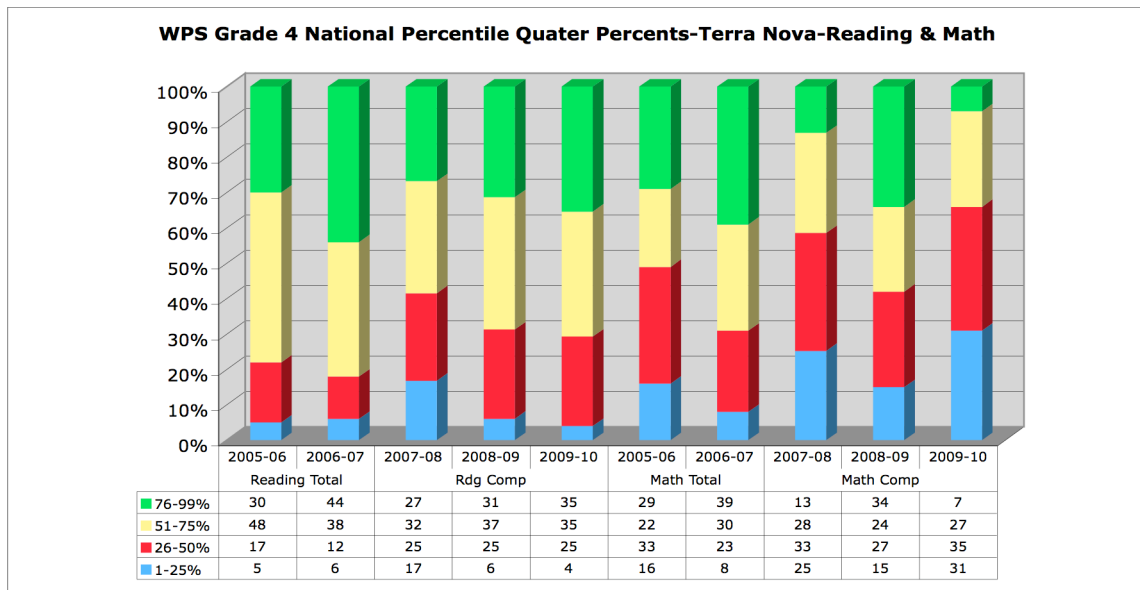
Wahoo Public Schools previously administered the Terra Nova-3 Test to students in grades 2 through 11 and Criterion Referenced Tests in grades 3 through 11. Results of the Terra Nova and CRTs are used to direct instructional conversations and decisions within the horizontal and vertical teams.

Wahoo Public Schools has recently implemented the administration of NWEA-MAP to students in grades 3 through 11 providing teachers with immediate feedback to more accurately direct instructional conversations and decisions in grade level teams.

Other Assessments administered include: EXPLORE-grade 9; PLAN-grade 10; ASSET and ASVAB-grade 11 and ELDA as needed.

In addition, WPS administers NE standards based Criterion Referenced Assessments that were developed in cooperation with ESU 2 and a consortium of ESU 2 schools. Cut scores for these assessments were last reviewed in summer of 2007.

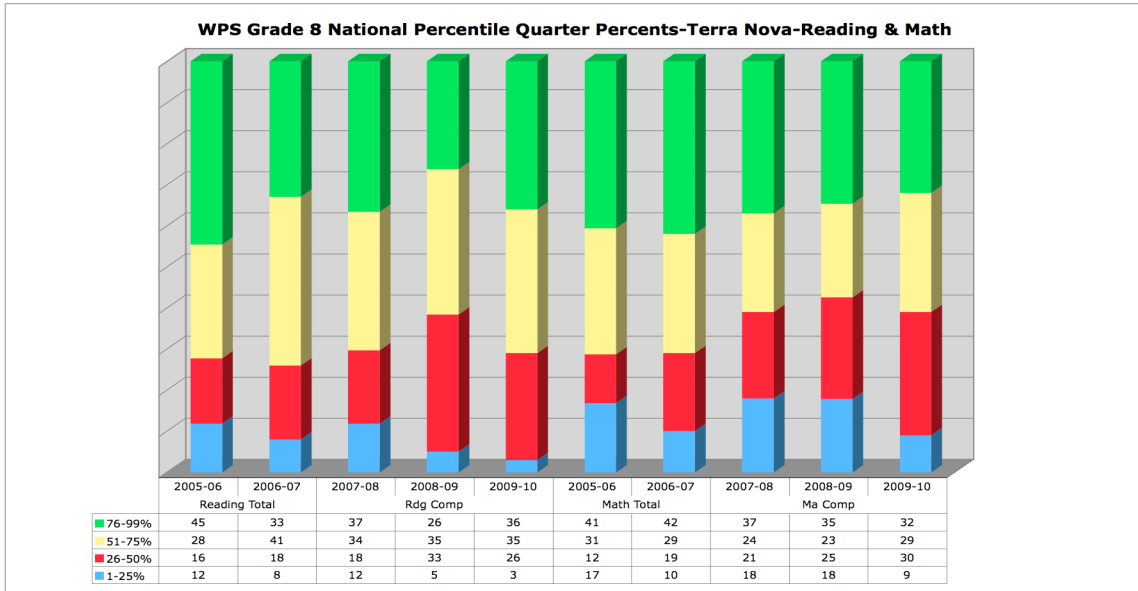
Norm Referenced Assessments



*Note: 2007-2008 scores are based on the newly normed Terra Nova 3.

Analysis:

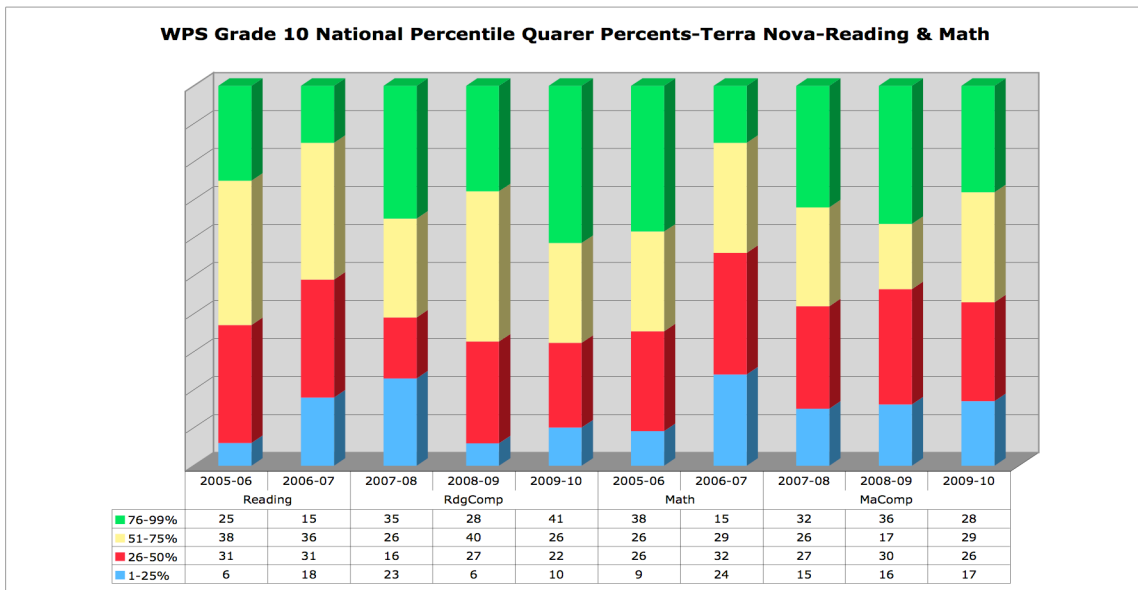
Items to be considered include the noticeable increase in the lower 2 quartiles in reading and math in 07-08 (the School Improvement team should consider that a newly normed assessment was administered in 2007-08); the consistently high numbers in the lower 2 quartiles in math; and the decrease trend in the lower 2 quartiles in Reading in 08-09 and 09-10.



*Note: 2007-2008 scores are based on the newly normed Terra Nova 3.

Analysis:

Items to be considered include the increase in the bottom 2 quartiles in reading and math in 07-08 (the School Improvement team should consider that a newly normed assessment was administered in 2007-08); and the decrease trend in the lower 2 quartiles in Reading and Math in 08-09 and 09-10.



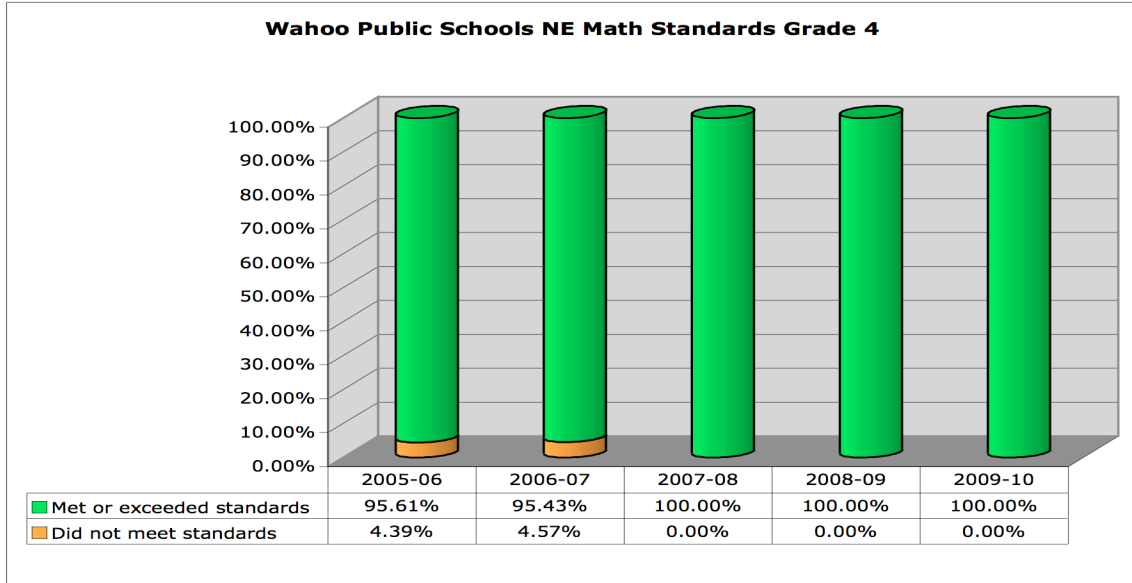
*Note: 2007-2008 scores are based on the newly normed Terra Nova 3. Further note: Grade 10 data is used to provide trend data. We will use grade 11 data when three years of data is available.

Analysis:

Analysis by the SIP team indicated the steady increase in the lowest quartile in reading and the high numbers in the lowest 2 quartiles in 2006-2007 and 2007-2008 math scores. Further investigation indicated the spike in the lower quartiles in 06-07 was consistent with an increase in special education population in that school year. The data warrants further investigation into the level of implementation of the SIP strategies.

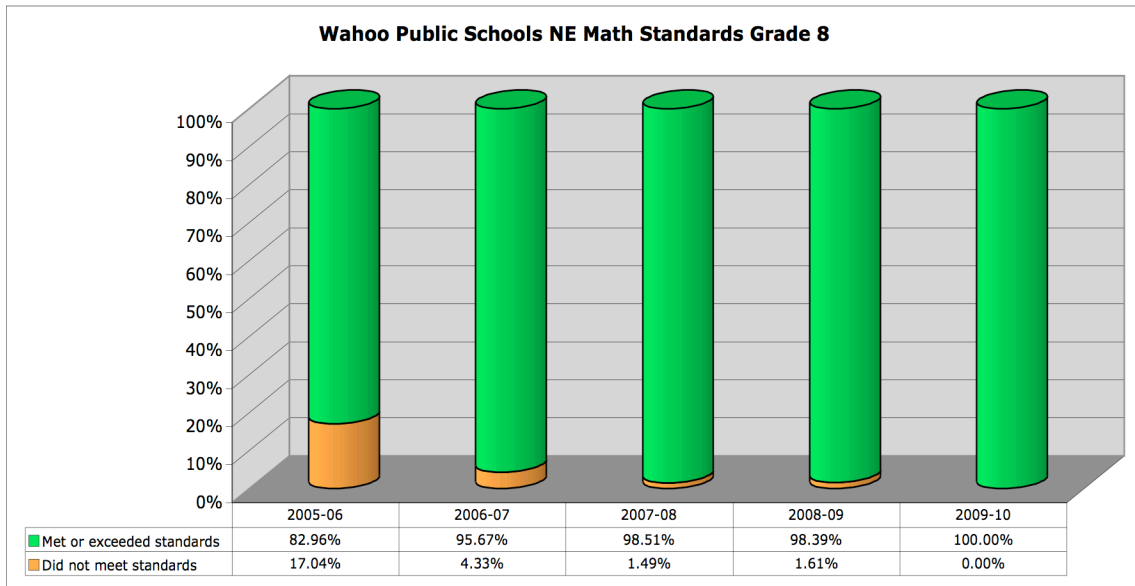
The School Improvement team further noted that a newly normed assessment was administered in 2007-08.

Mathematics



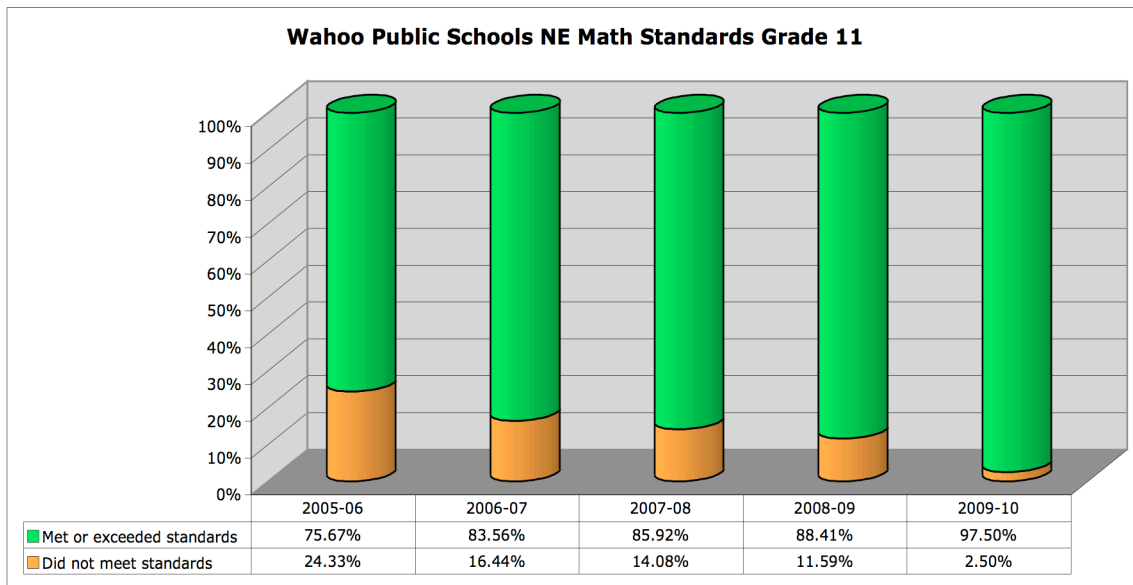
Analysis:

Items to be considered include the trend percentage of all grade 4 students meeting or exceeding math standards in 2005-06 through 2009-10. The discrepancy between NRT and CRT scores for grade 4 students needs to be investigated further.



Analysis:

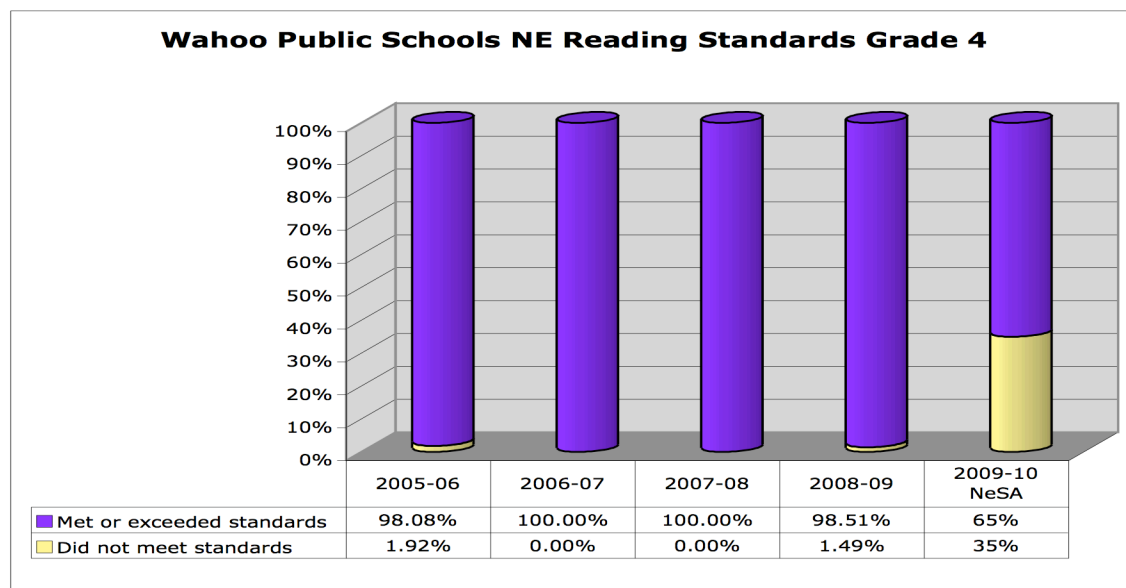
Items to be considered include the percentage trend of all grade 8 students meeting or exceeding standards in 2006-07 through 2009-10.



Analysis:

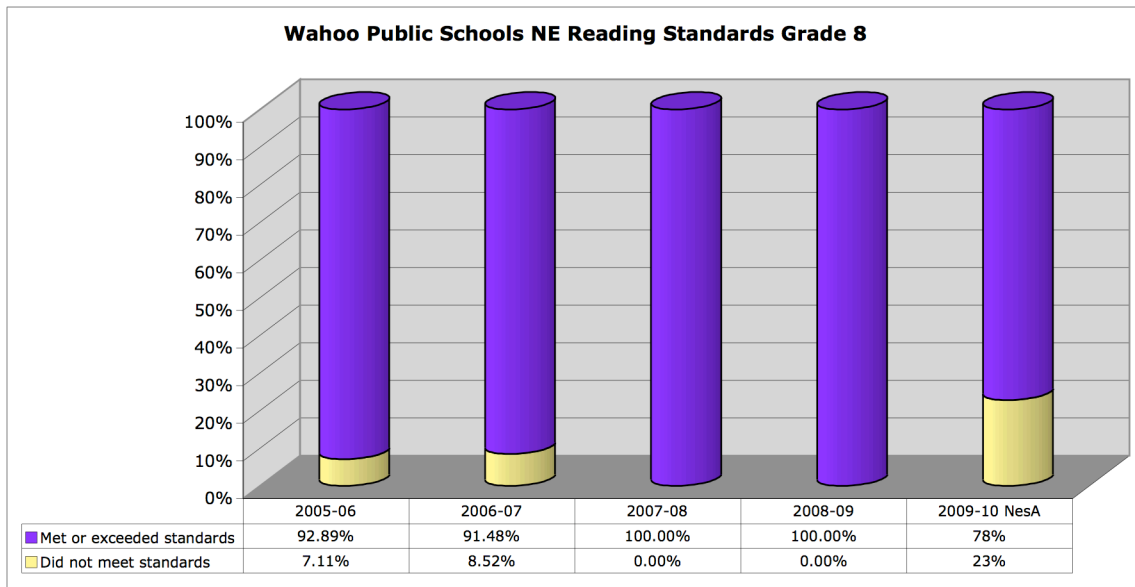
Items to be considered include the percentage trend of all grade 11 students meeting or exceeding standards in 2007-08 through 2009-10.

Reading



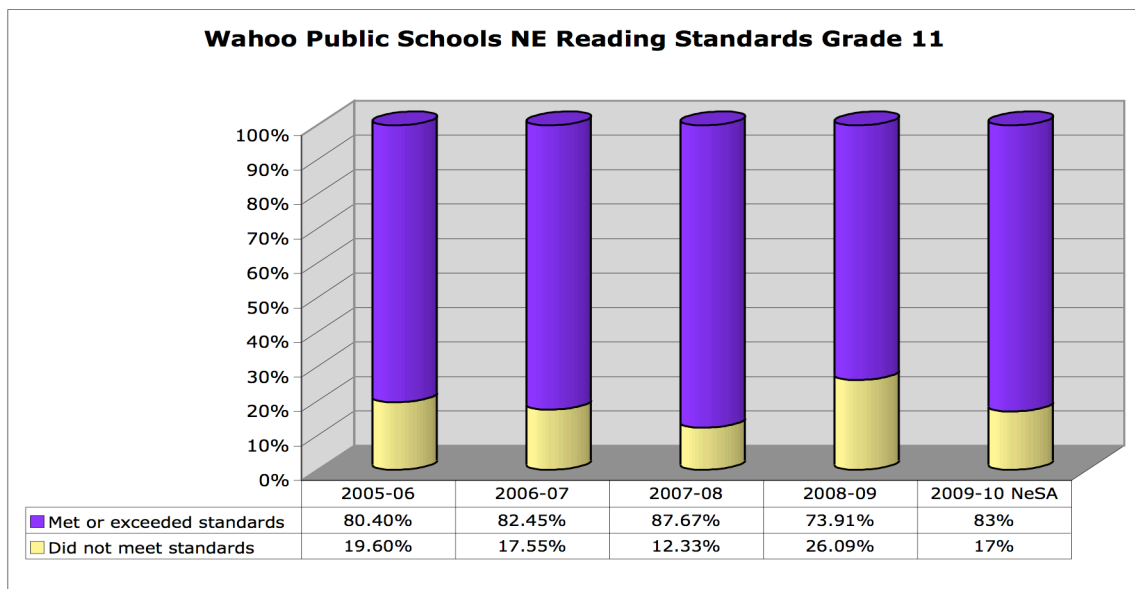
Analysis:

Items to be considered include the percentage of all grade 4 students meeting or exceeding reading standards in 2005-06 through 2008-09. Further consideration, NeSA was first administered in 2009-10.



Analysis:

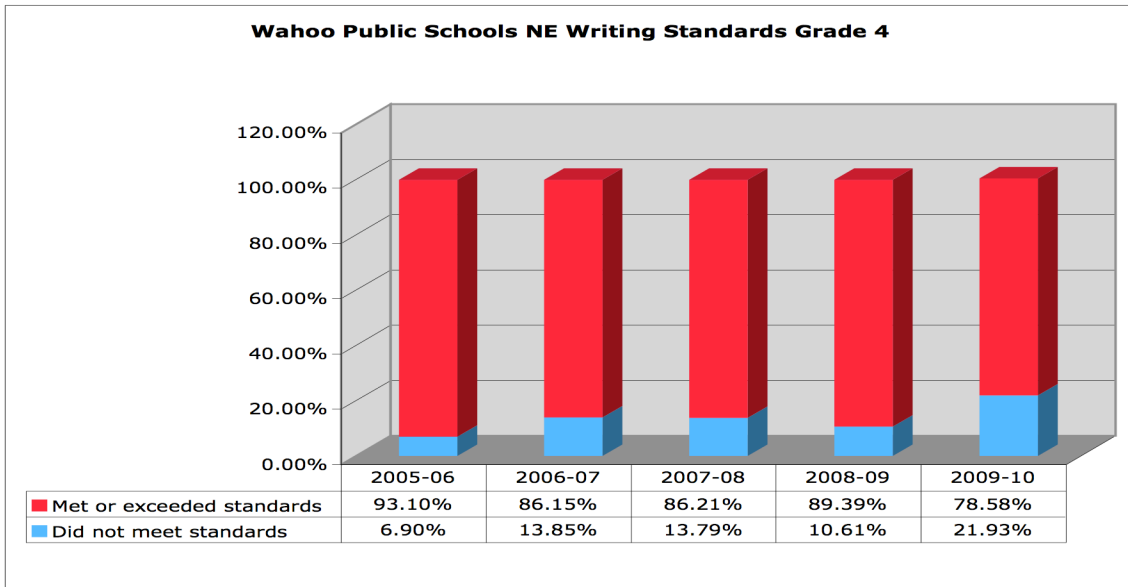
Items to be considered include the percentage of all grade 8 students meeting or exceeding reading standards in 2005-06 through 2008-09. Further consideration, NeSA was first administered in 2009-10.



Analysis:

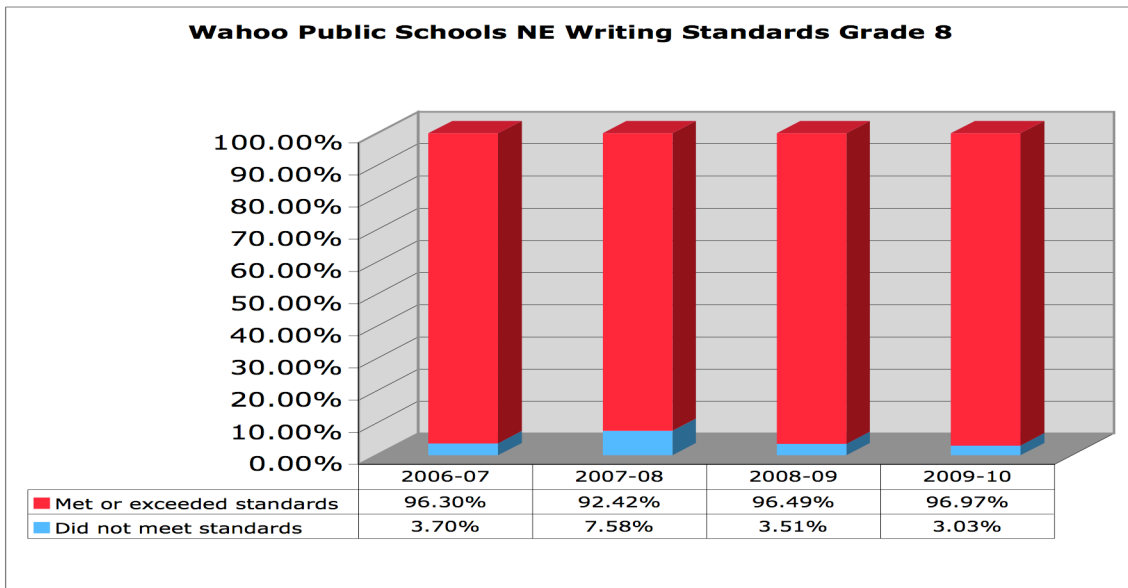
Items to be considered include the lower percentage of grade 11 students meeting or exceeding reading standards in comparison to grades 8 and 4. Further consideration, some assessments reported in 08-09 were not administered at point of instruction. NeSA was first administered in 2009-10

Writing



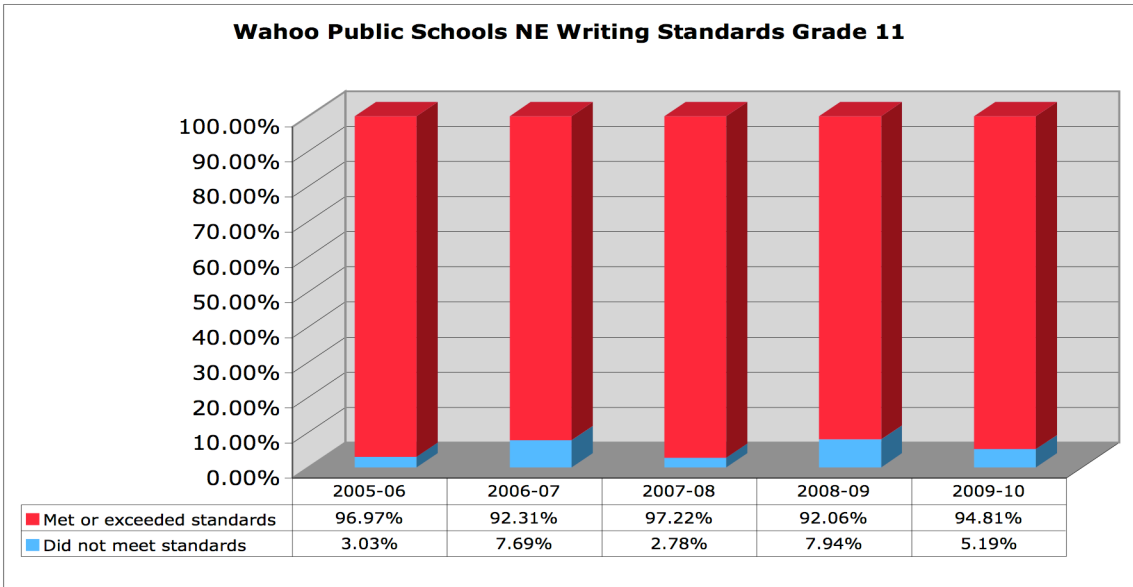
Analysis:

Items to be considered include the noticeably higher percentage of grade 4 students that do not meet the writing standards as compared to grade 8 and grade 11.



Analysis:

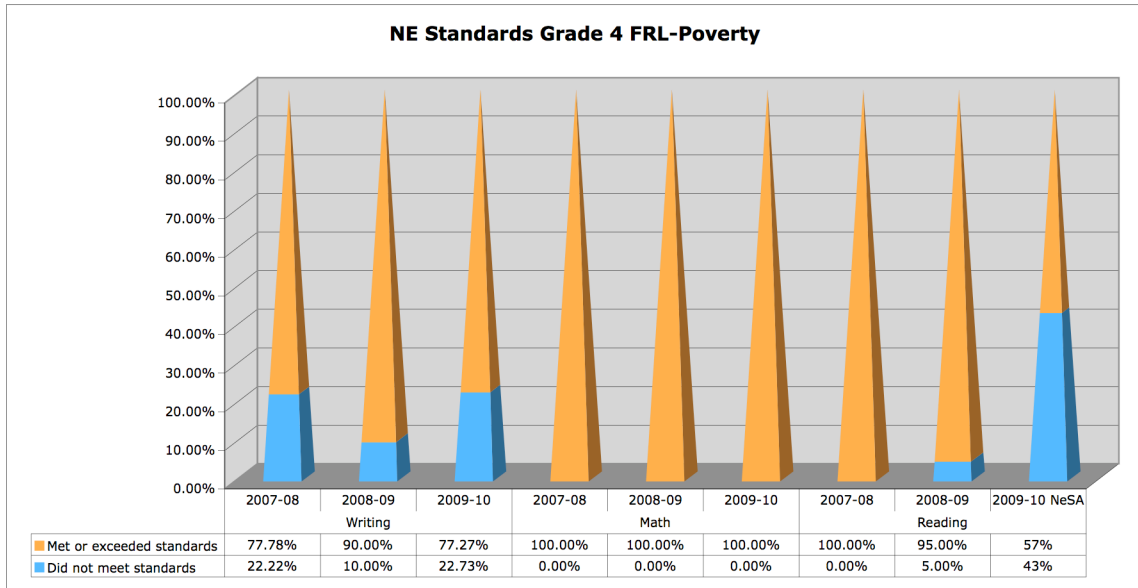
Items to be considered include the consistently high percentage of students having met or exceeded the writing standards in grade 8.



Analysis:

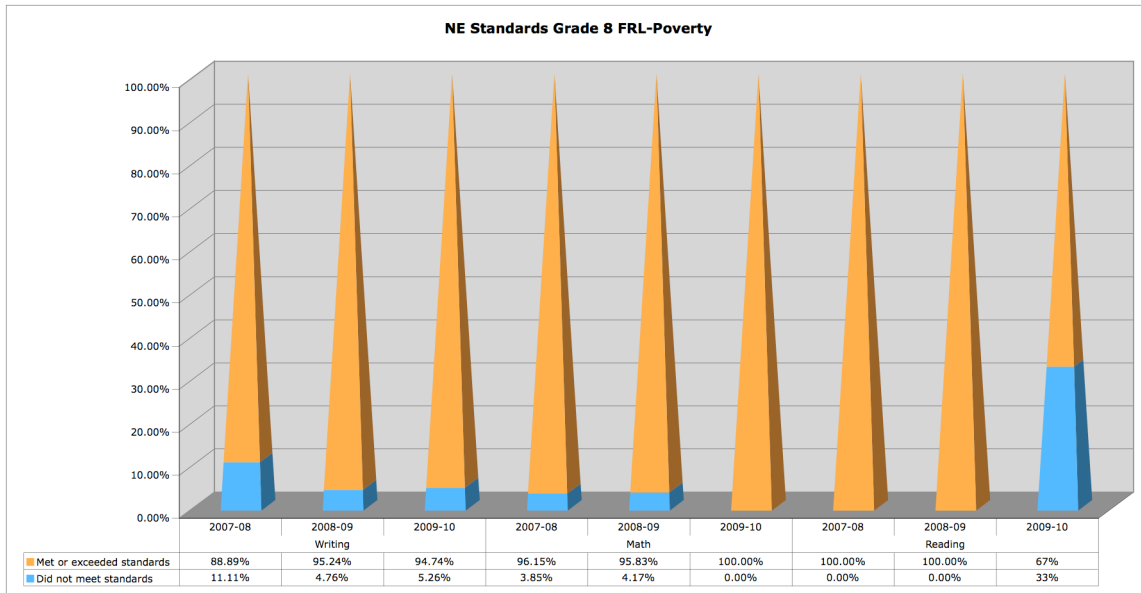
Items to be considered include the consistently high percentage of students having met or exceeded the writing standards in grade 11.

Nebraska Standards and Students of Poverty



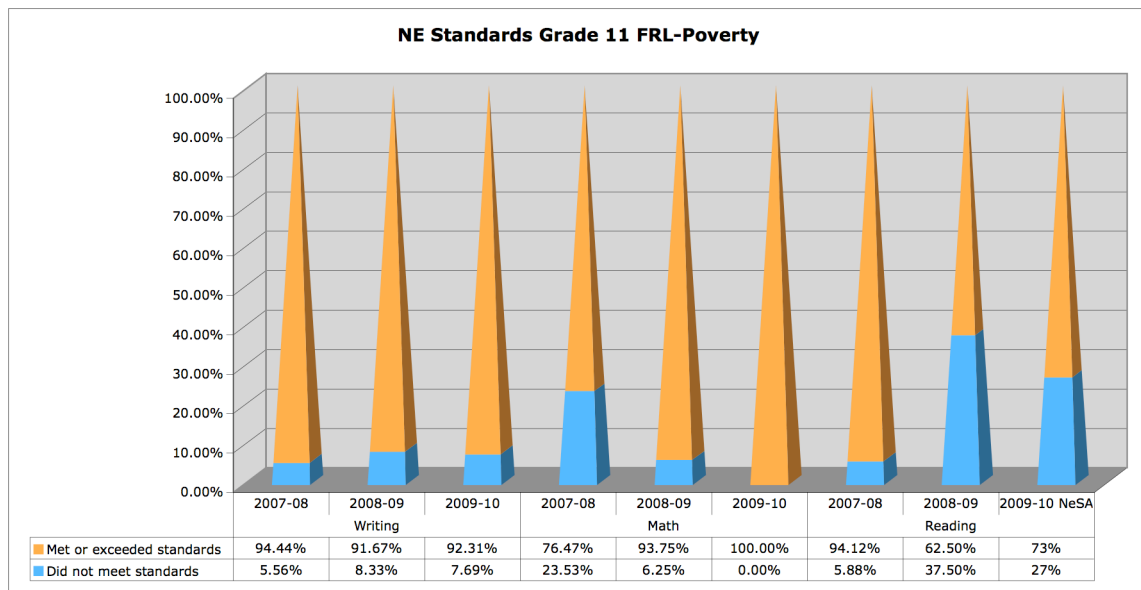
Analysis:

Grade 4 NE Standards Assessment data was disaggregated to reveal performance level of students of poverty. Items to be considered include the percentage of students of poverty that did not meet the grade 4 writing standards. NeSA-Reading was first administered in 2009-10.



Analysis:

Grade 8 NE Standards Assessment data was disaggregated to reveal performance level of students of poverty. Items to be considered include the percentage of students of poverty that did not meet the grade 8 writing standards. NeSA-Reading was first administered in 2009-10.



Analysis

Grade 11 NE Standards Assessment data was disaggregated to reveal performance level of students of poverty. Items to be considered include the percentage of students of poverty that did not meet the grade 11 writing standards. Poverty students appear to have been affected to a greater degree than the all student group by some of the 2008-09 reading assessments not being administered at point of instruction. NeSA-Reading was first administered in 2009-10.

UNIQUE LOCAL INSIGHTS

In 2008-2009 parents, students and staff were surveyed to gain information about the climate of the district and perspectives on strengths and district needs. The instrument was designed to align with previous survey questions (2003-2004 survey) and with the correlates of effective schools

(L. W. Lezotte). The surveys were tallied, then reviewed and interpreted by district wide certificated staff. Staff examined and discussed the data using the following focus questions: What does the data say? Why might that be? What does this mean?

PERCEPTUAL DATA

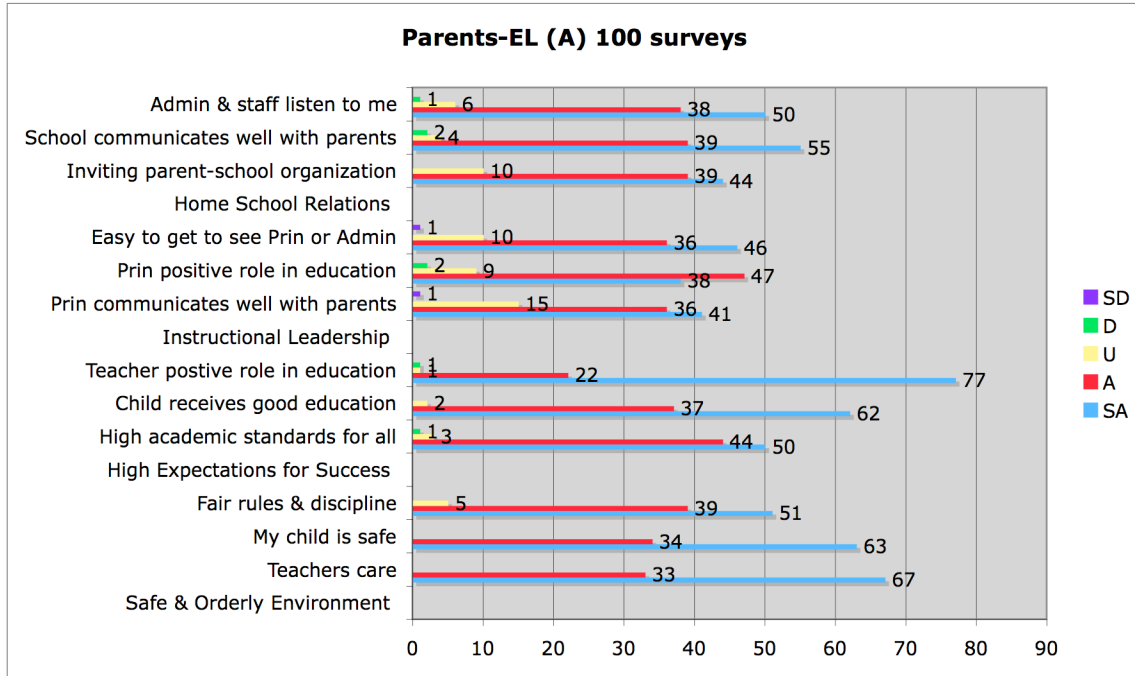
Key for all surveys except lower elementary student surveys

SD=Strongly Disagree D=disagree U=Undecided A=Agree SA=Strongly Agree

Key for lower elementary students

O=Often S=Sometimes N=Never

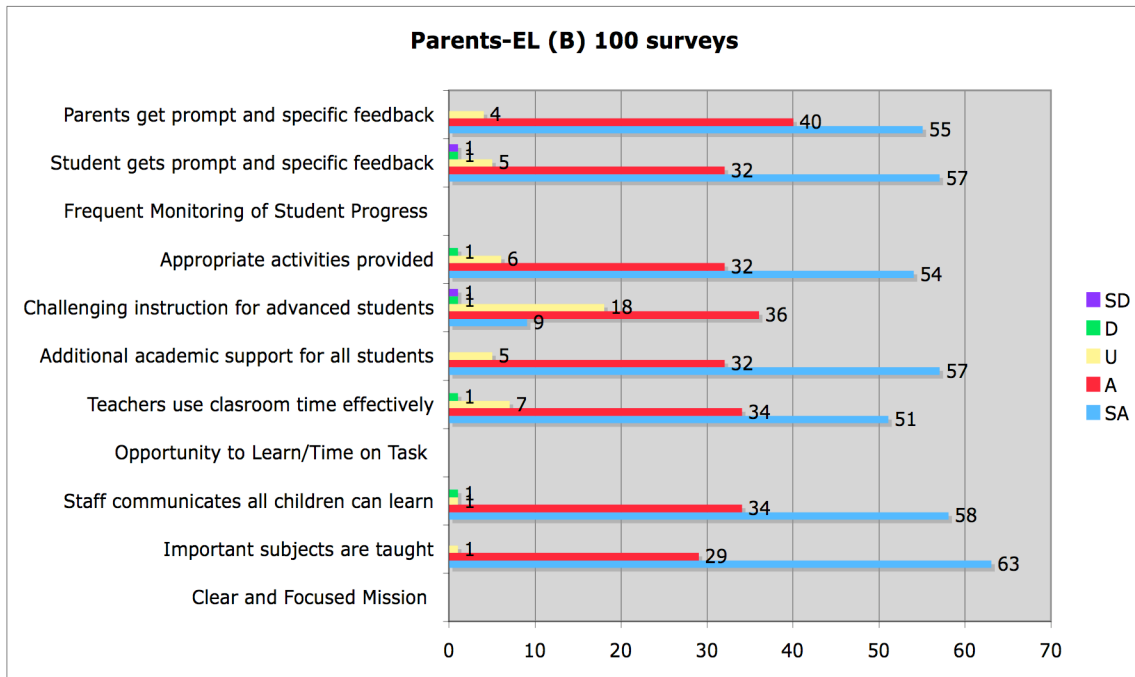
Parent Survey Wahoo Elementary 2008-2009



Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, parents of Wahoo Elementary School students indicate a very positive response regarding their child’s education. Strengths to note include teachers playing a positive role in their child’s education as well as being a positive role model and the relationship between parents and school. The team of teachers interpreting the data further note that there is good communication at this building level, good plans in place to support student success, parent involvement to build relationships and students still have a positive view of school in general. A slight concern to note is not all students are adequately challenged and communication between home and school.

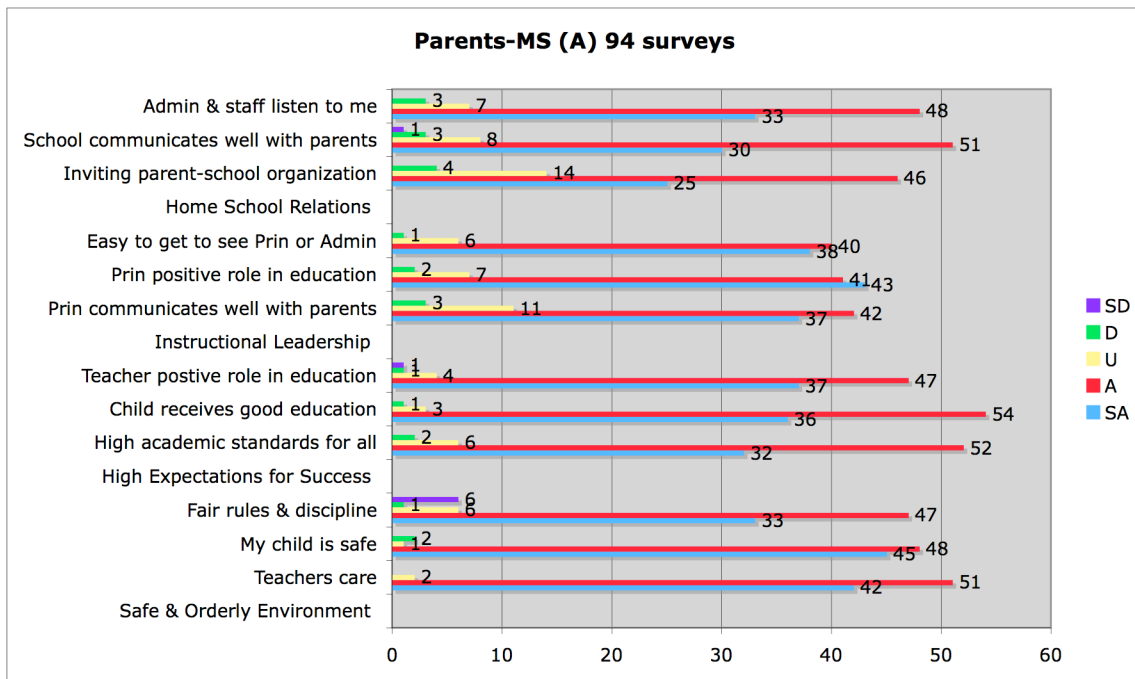


Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, parents of Wahoo Elementary School students indicate a positive response regarding the academic rigor and feedback on student progress. Strengths include additional academic support for all students; time on task and staff communication that all children can learn. The greatest concern is in response to challenging instruction for advanced students. The team of teachers interpreting the data note that the school could do a better job of meeting the needs of high ability learners.

Parent Survey Wahoo Middle School 2008-2009

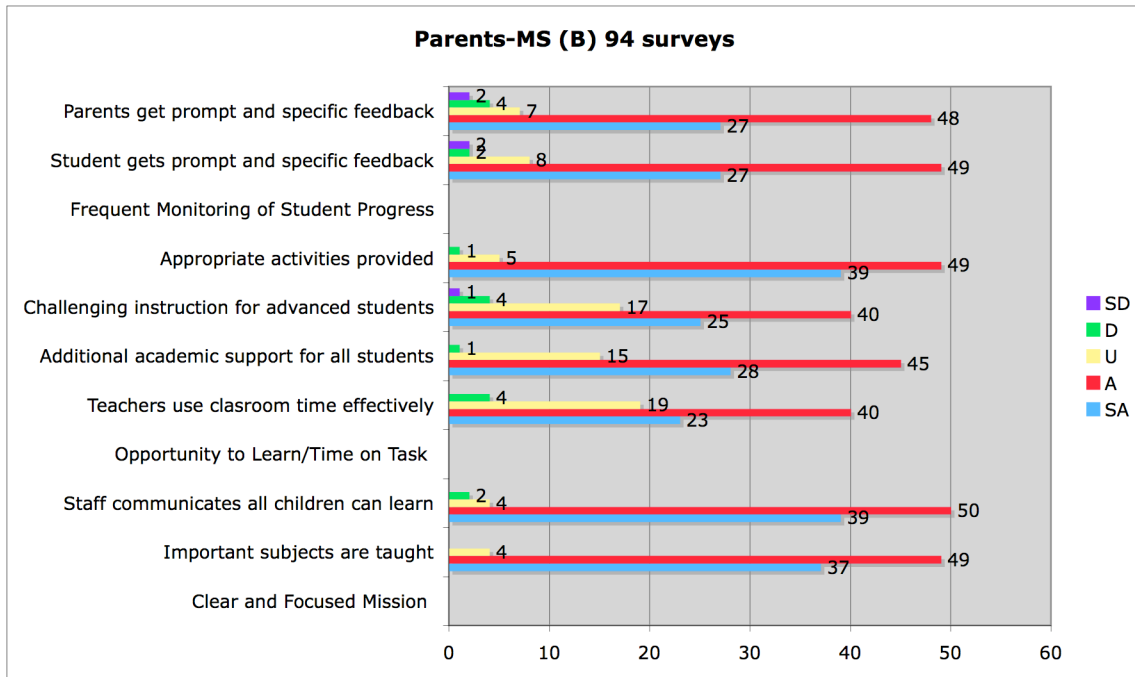


Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, parents of Wahoo Middle School students indicate a positive response regarding their

child's education. Strengths include excellent communication, a cool school environment and a good parent organization. The team of teachers interpreting the data further note that though the parent organization is great, a small percentage of parents do the work. A slight concern is expressed regarding the fairness of rules and the 'dolling' out of discipline.

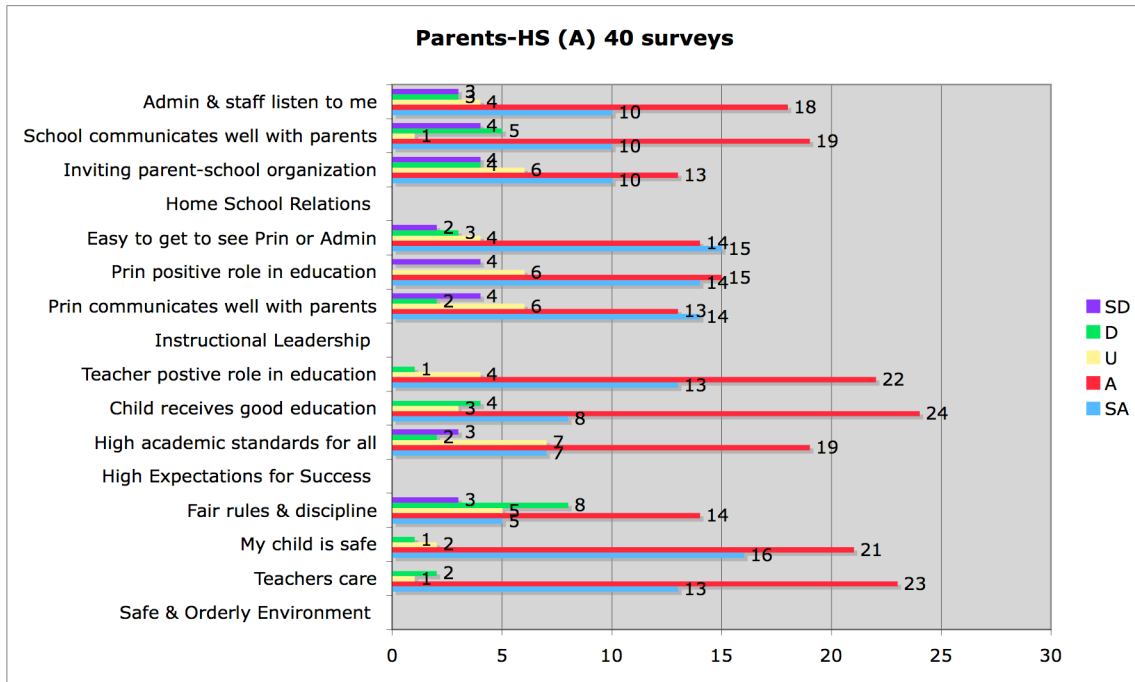


Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, parents of Wahoo Middle School students indicate a positive response regarding the academic rigor and feedback on student progress. Strengths include good staff communication and appropriate classes are taught as well as appropriate activities are offered. The majority of responders further indicate that instruction and the classroom were both effective. The team of teachers interpreting the data, note that WEBSS and Power School contribute to the positive rating regarding communication between home and school. A small number of respondents think discipline and communication could be improved.

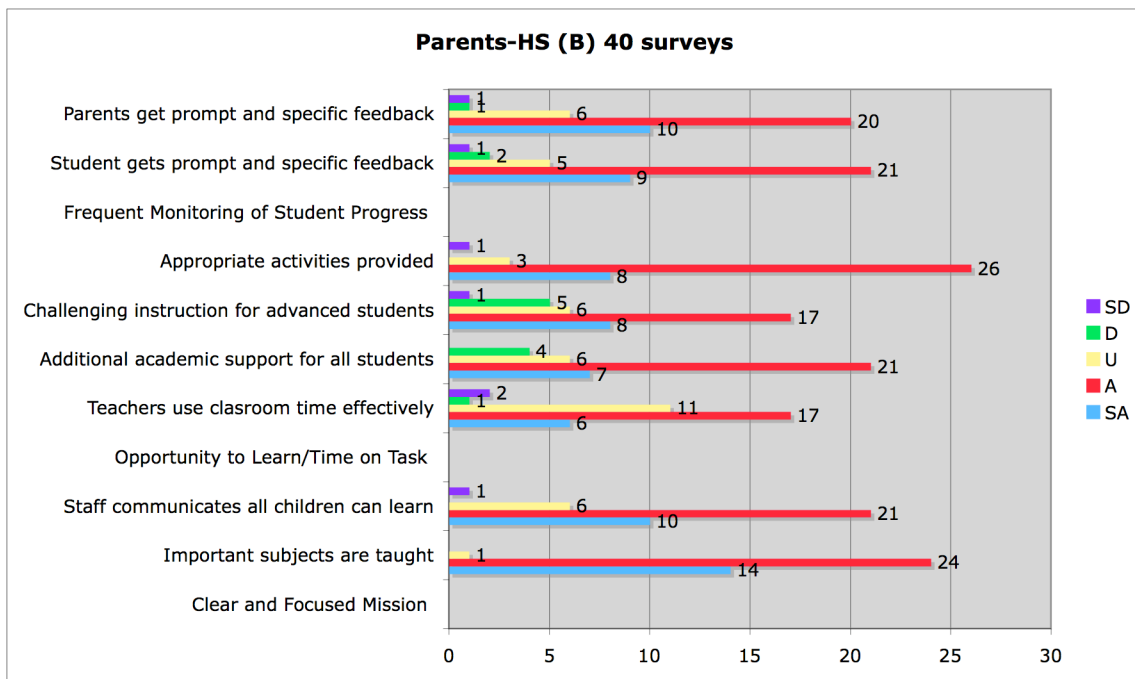
Parent Survey Wahoo High School 2008-2009



Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, parents of Wahoo High School students indicate a fairly positive response regarding their child's education. Strengths include high expectations and academic standards and teachers care about their students. The team of teachers interpreting the data note that the survey reinforces that parent involvement is low and that parents are a little less positive about the school than middle school and elementary parents. A larger number of respondents think discipline and communication could be improved.



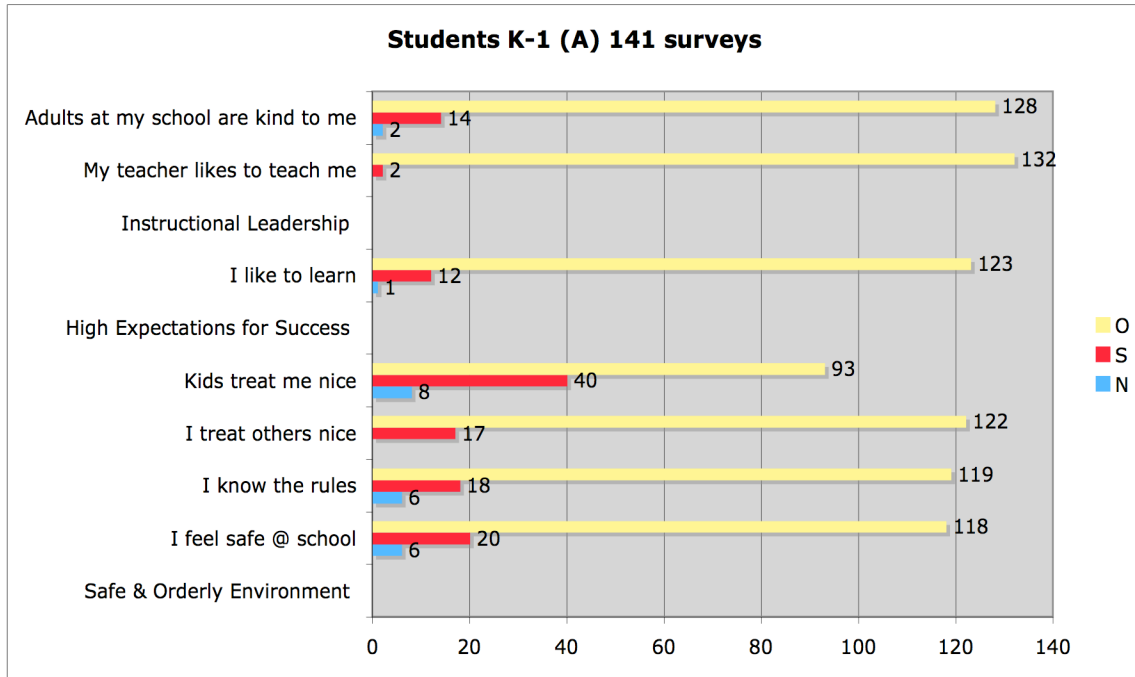
Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, parents of Wahoo High School students indicate a positive response regarding the academic rigor and feedback on student progress. Strengths include prompt and specific feedback

and academic support for students. Parents also indicate appropriate classes are being taught and instructional time is used well. The team of teachers interpreting the data note the apparent apathy of high school parents based on the low number of surveys completed and returned. A number of respondents identify communication and infrequent monitoring of student progress as an issue.

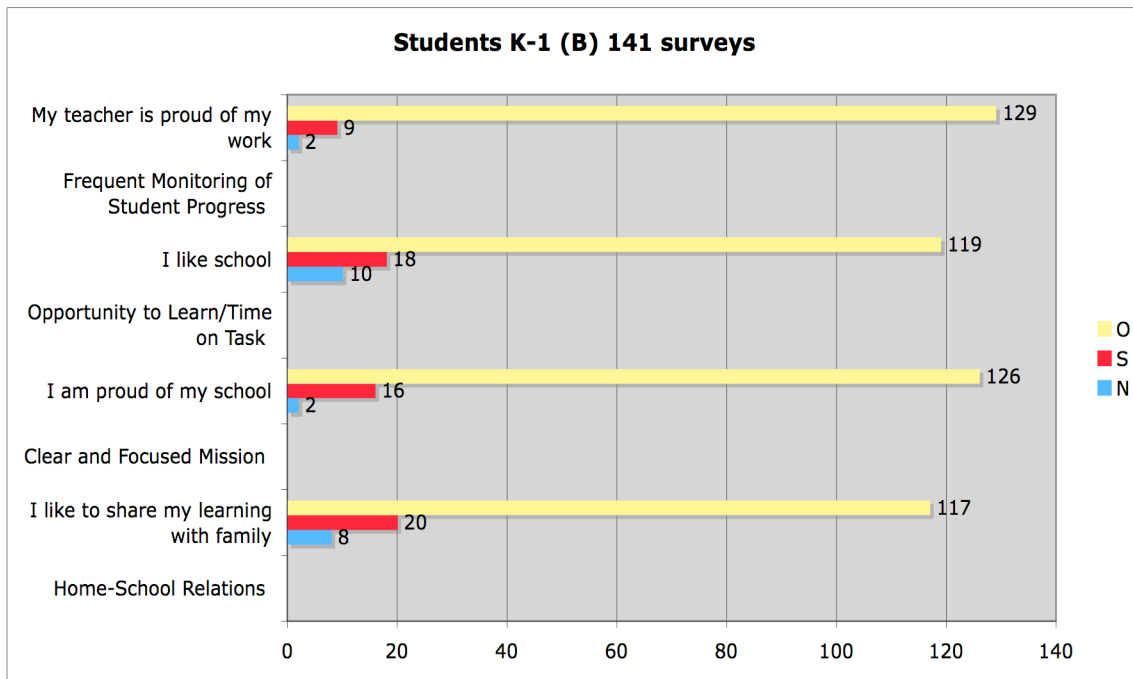
Student Survey Wahoo Elementary grades K/1 2008-2009



Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, students in grades K/1 indicate that they feel safe and supported by the adults in their school, the students like school, want to do well and are instructed well. The team of teachers interpreting the data note that K-1 kids love school and elementary teachers are able to build good one on one relationships as they work with students in all subjects. They further interpret that this age are most eager to learn and have positive and encouraging teachers. A concern includes the number of students that respond that peers do not always treat them nice. Undetected teasing and/or bullying may be the cause for this response.

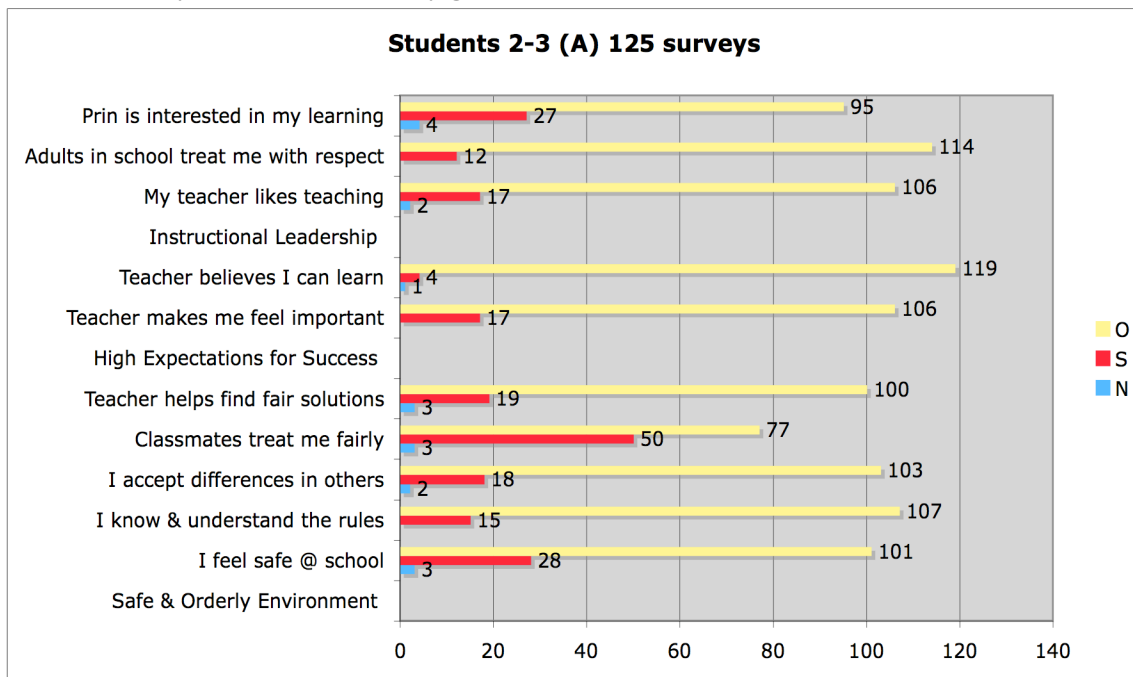


Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, students in grades K/1 are happy to be at school, are proud of their school and of their work, and are talking about what they are learning at home. A small number of students indicate that they do not like school. The team of teachers interpreting the data note that elementary students have a positive experience and interaction with their teachers and wonder if the students that indicate they did not like school might be the same students that respond that peers do not always treat them nice.

Student Survey Wahoo Elementary grades 2/3 2008-2009

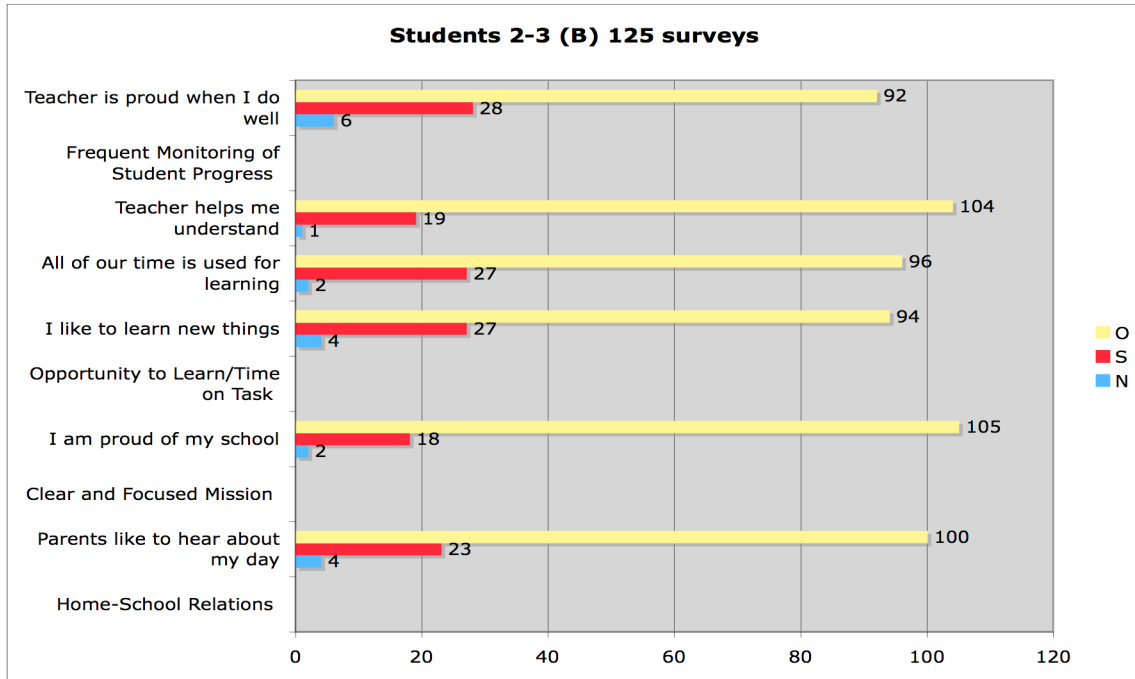


Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, students in grades 2/3 indicate that they are in a safe and orderly learning environment.

Concern includes being treated fairly. The team of teachers interpreting the data note that there are increased expectations on behavior and academics and social issues are more of a problem due to students being more aware of their world.

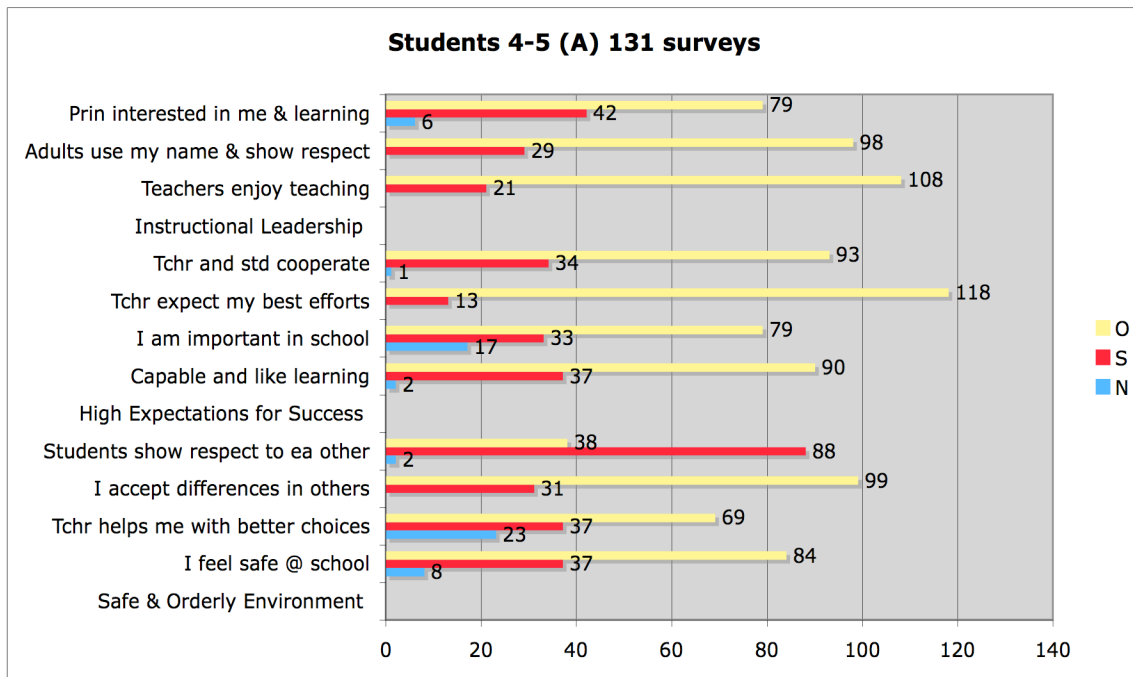


Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, students in grades 2/3 view their teachers as positive influences, are excited about learning and are proud of their school. Parents are involved in their child's school day and students indicate they are happy with home to school relations. Concern is expressed in response to the number of students indicating that they didn't know if their teachers were proud of their work. The team of teachers interpreting the data note that social interactions have more effect on students at this age, students are now graded and expectations and levels of concern are heightened. In addition, positive praise tends to decrease as teachers lead students to more intrinsic motivation.

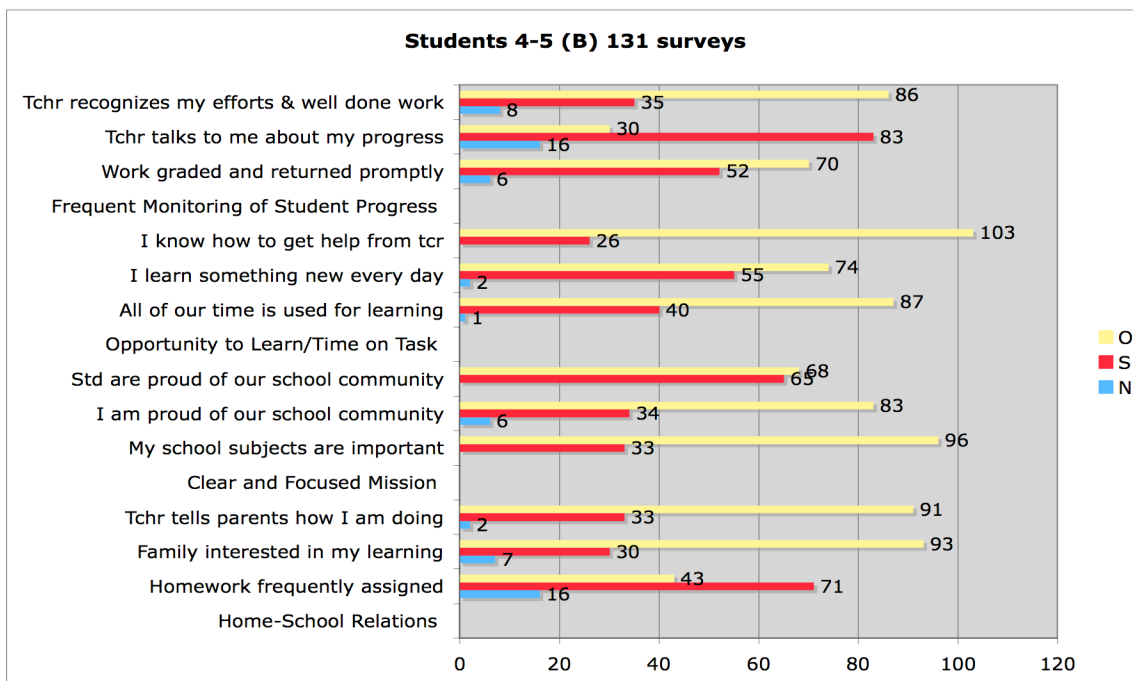
Student Survey Wahoo Elementary grades 4/5 2008-2009



Interpretation of Data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, students in grades 4/5 indicate that they are in a safe and orderly learning environment. Students indicate that teachers and principal are interested in them, there are high expectations for success, and positive instructional leadership. Concern is expressed in response to the number of students indicating that their classmates do not show them respect, in the decreasing trend in the overall perception of school and the decrease in the number of students that see their own importance in school. The team of teachers interpreting the data note that the teachers are doing a great job of building a safe and effective learning environment. They further note that this age student is entering the ‘tween’ stage, social change is occurring and students tend to form more cliques. In addition expectations are increasing and they wonder if there might be less focus on teaching respect in the upper elementary grades.

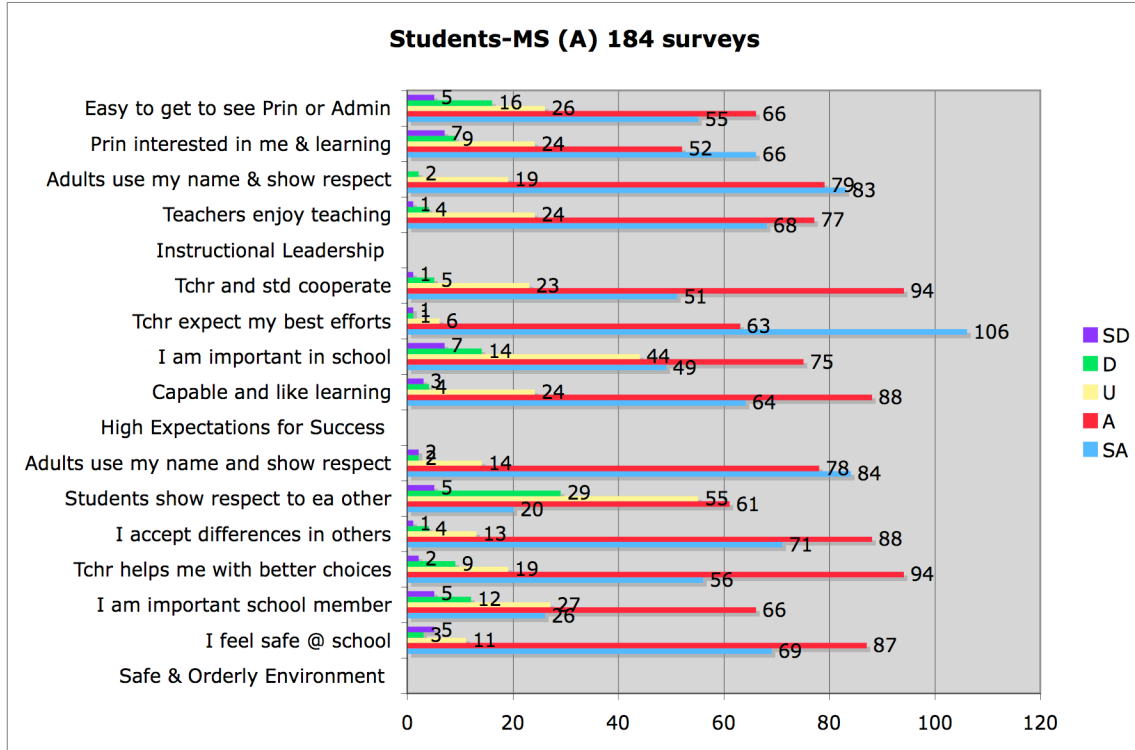


Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, students in grades 4/5 indicate that they are in a positive learning environment, are positive about their academic progress and know how to get help when needed. They further indicate that they have teachers that are willing to listen to them and have great home/school support for learning. Concern is expressed regarding the number of responses that indicate teachers don't talk about the students' academic progress and students have less one on one interaction with their teachers. The team of teachers interpreting the data note that the school and staff are creating a great learning environment and wonder if the decrease in one on one interaction might be related to the increased social issues expressed in the previous section.

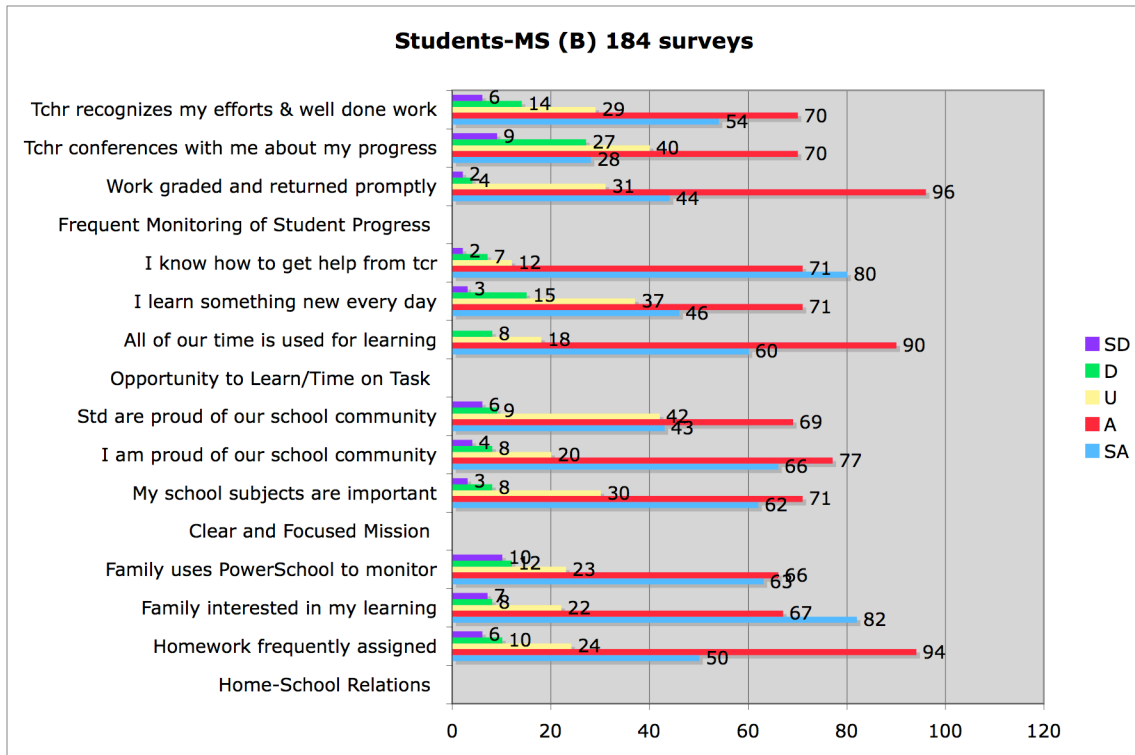
Student Survey Wahoo Middle School 2008-2009



Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, students in Wahoo Middle School feel safe and have a positive attitude toward the leadership in their school. Student responses to feeling important in their school drop and there are more responses that implicate teasing and bullying. The team of teachers interpreting the data note that school leadership is interested in and respectful of students and further note that there are social concerns for a transition team to review.

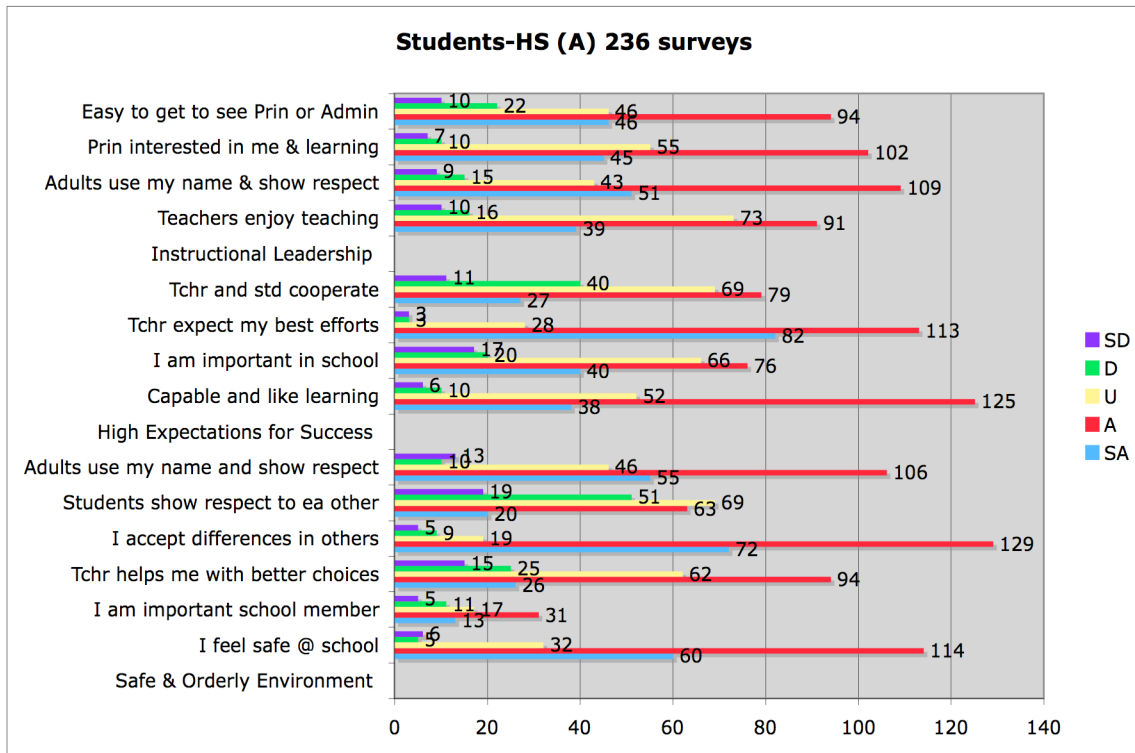


Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, students in Wahoo Middle School indicate they are in a positive learning environment and that time is focused on learning. Concern is expressed regarding the number of responses that indicate teachers don't talk to the students about their academic progress and families do not utilize power school. The team of teachers interpreting the data, note that teachers might not be discussing progress with on-track students but focusing on those students not on track. The team further notes the decrease in family involvement that implicate parents are less concerned with their child's progress at this level.

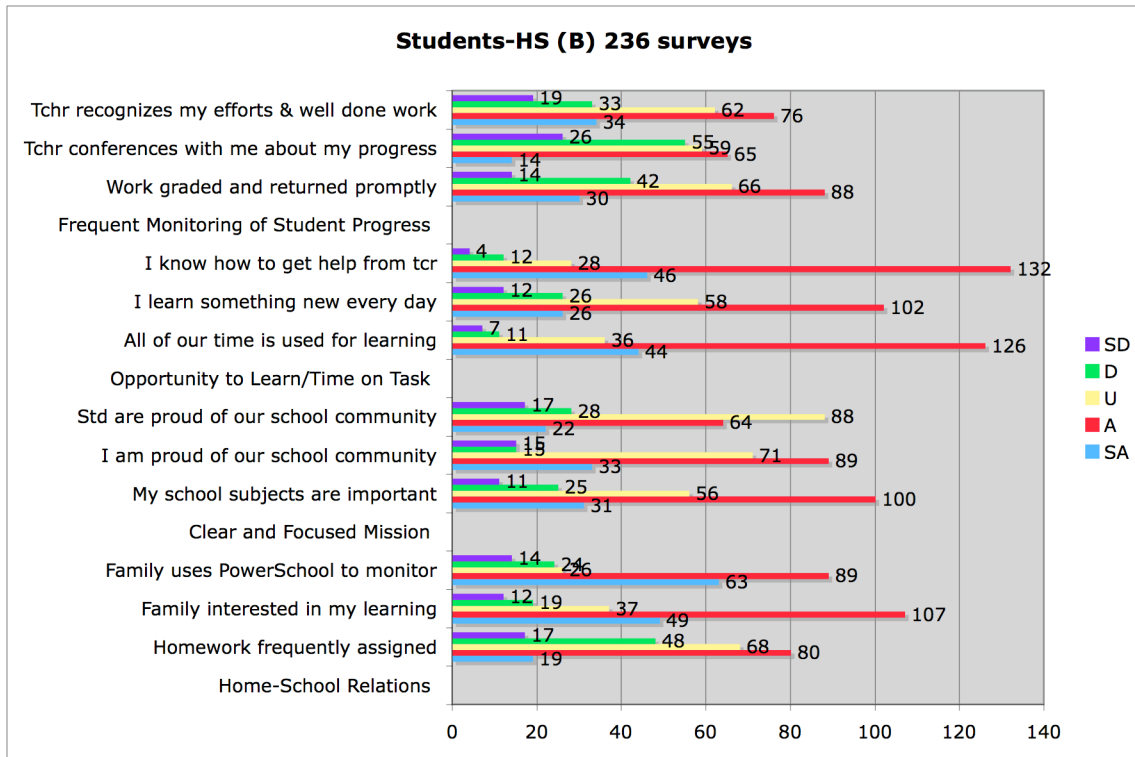
Student Survey Wahoo High School 2008-2009



Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, students in Wahoo High School indicate that they feel safe, rank acceptance of differences in others high and indicate that they are capable and like learning. They further indicate that teachers expect their best effort and the adults in the building use their name and show respect. The high school surveys show an increase in the number of undecided responses. Concern is expressed in regards to negative responses to ‘students show respect to others’, ‘teachers enjoy teaching’ and student/teacher cooperation questions. The team of teachers interpreting the data, note that some students need more positive support academically and socially as well as developing intrinsic motivation to do well. They further note that ways could be explored to increase respect between students.

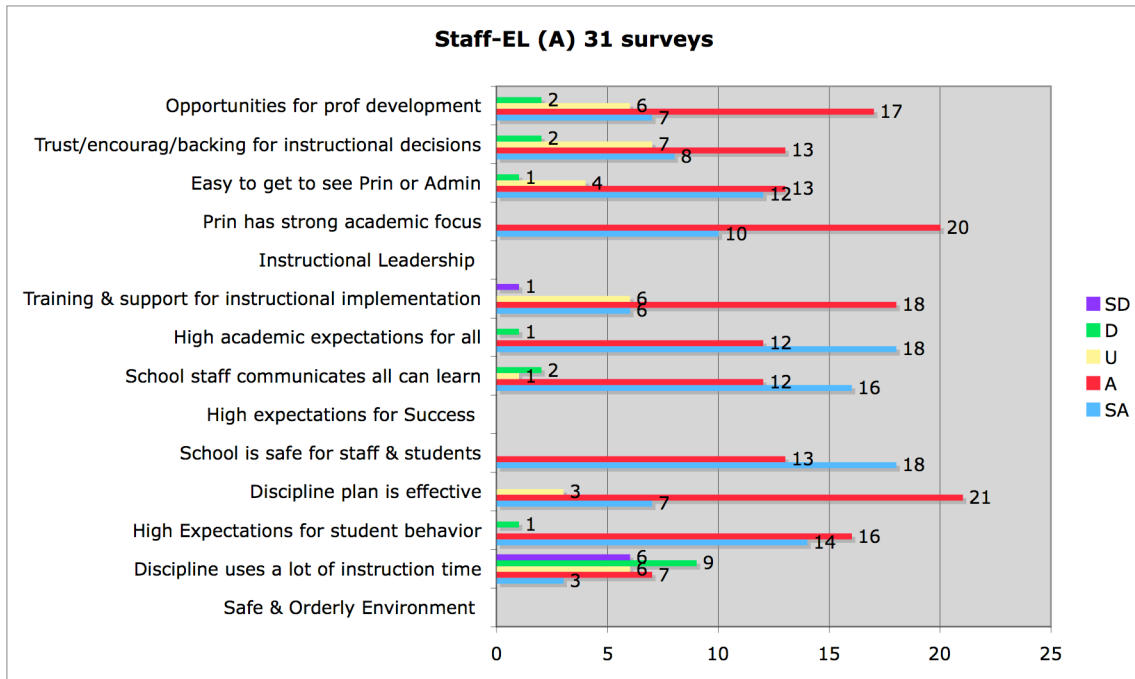


Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, students in Wahoo High School indicate that they are in a positive learning environment, they know how to get help from their teachers, they have caring and responsive teachers and their time in the classroom is spent learning. Their responses further indicate that their families are interested in their learning and use PowerSchool to monitor their progress. The team of teachers interpreting the data note fewer responses to being proud of their school and varied opinions regarding frequent monitoring of their progress. The team suggests that we look at assigning meaningful homework and communicating more regarding student progress.

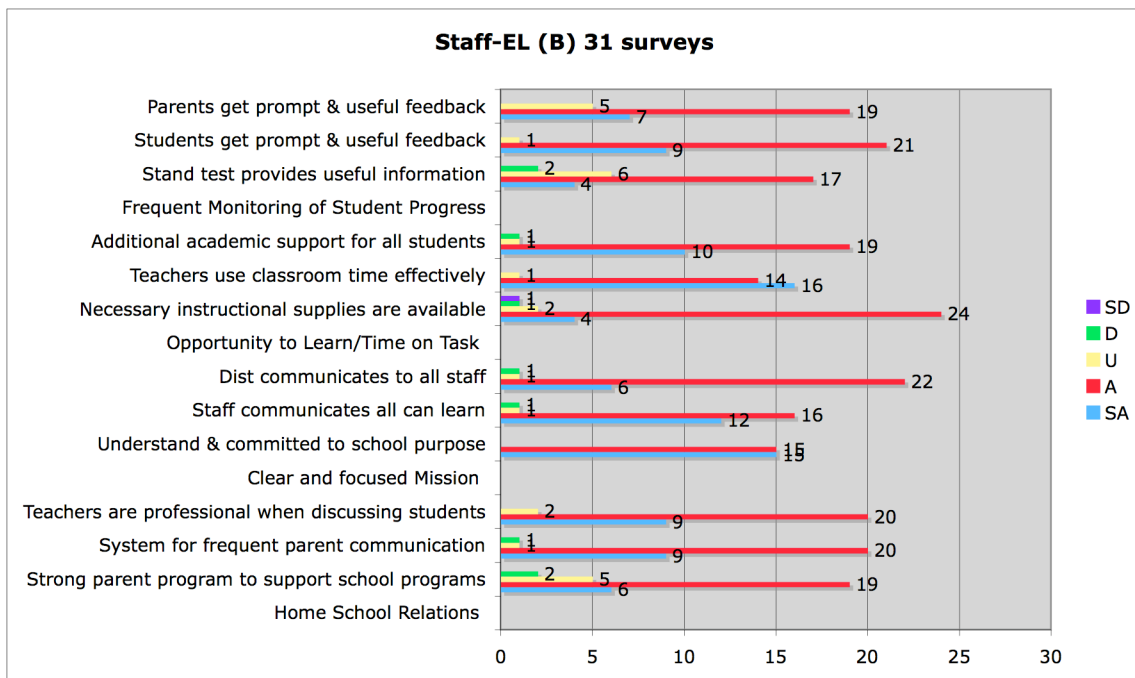
Staff Survey Wahoo Elementary 2008-2009



Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, staff at Wahoo Elementary School indicate that they are led by a Principal with a strong academic focus, rate their training and support for instructional implementation high and feel they are part of a team. The team of teachers interpreting the data further note that staff indicates that there are high expectations for behavior and their discipline plan is effective; however many of the staff feel that discipline uses up too much instructional time.



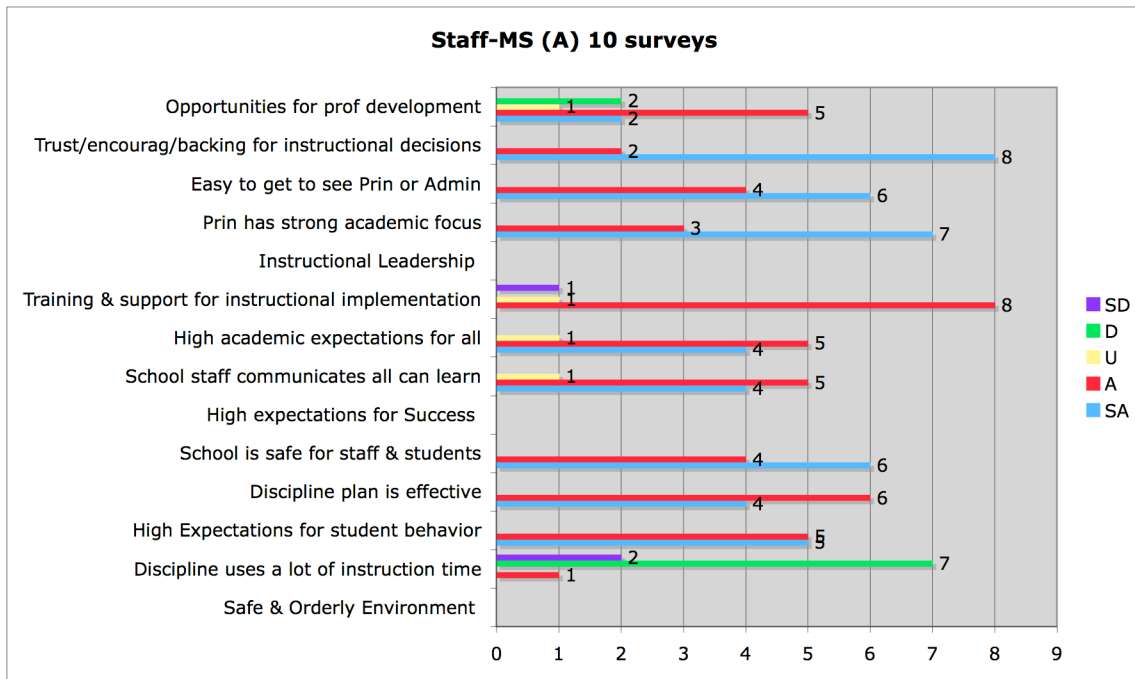
Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, staff at Wahoo Elementary School indicate that their building has a focused purpose, they feel supported, have opportunities to learn and rate district communication to staff as high. They further indicate that they have ample instructional supplies, their student feedback is useful

and prompt and teachers remain professional when discussing students.

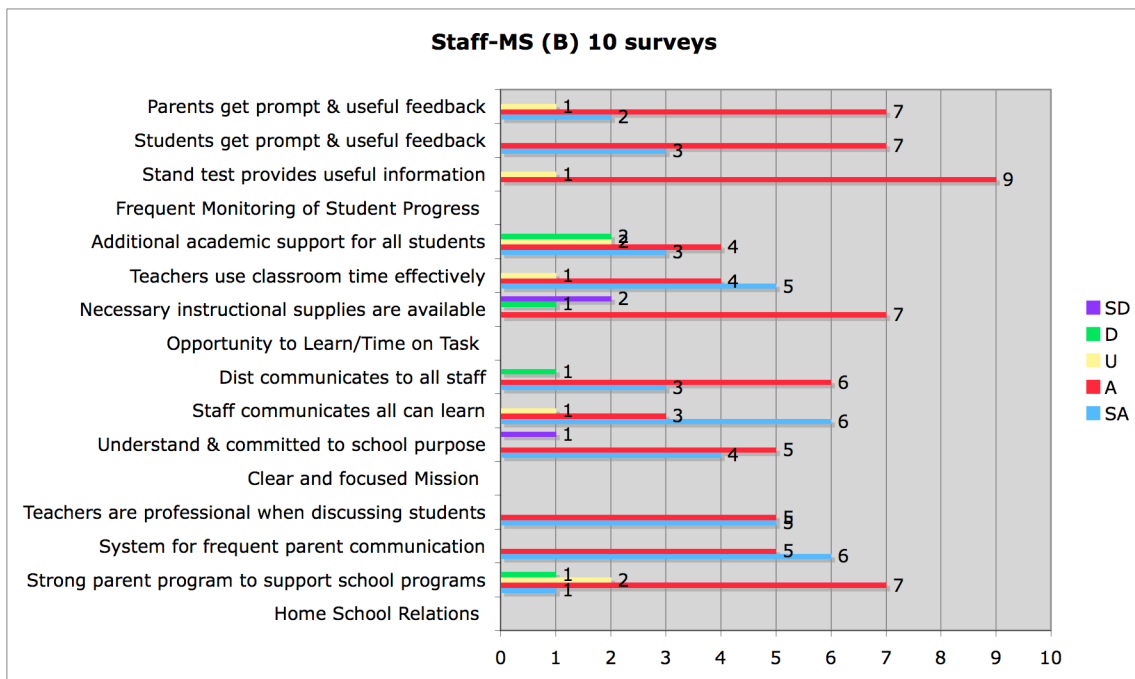
Staff Survey Wahoo Middle School 2008-2009



Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, staff at Wahoo Middle School, indicate they have a strong instructional leader, have high expectations and an environment that supports learning. They further indicate that discipline is under control and does not use up much instructional time. The team of teachers interpreting the data, suggest that the middle grades staff would like more learning opportunities, have more choice in their professional development and more support for instructional implementation. They further suggest that some staff feel academic expectations could be higher at the middle grades.



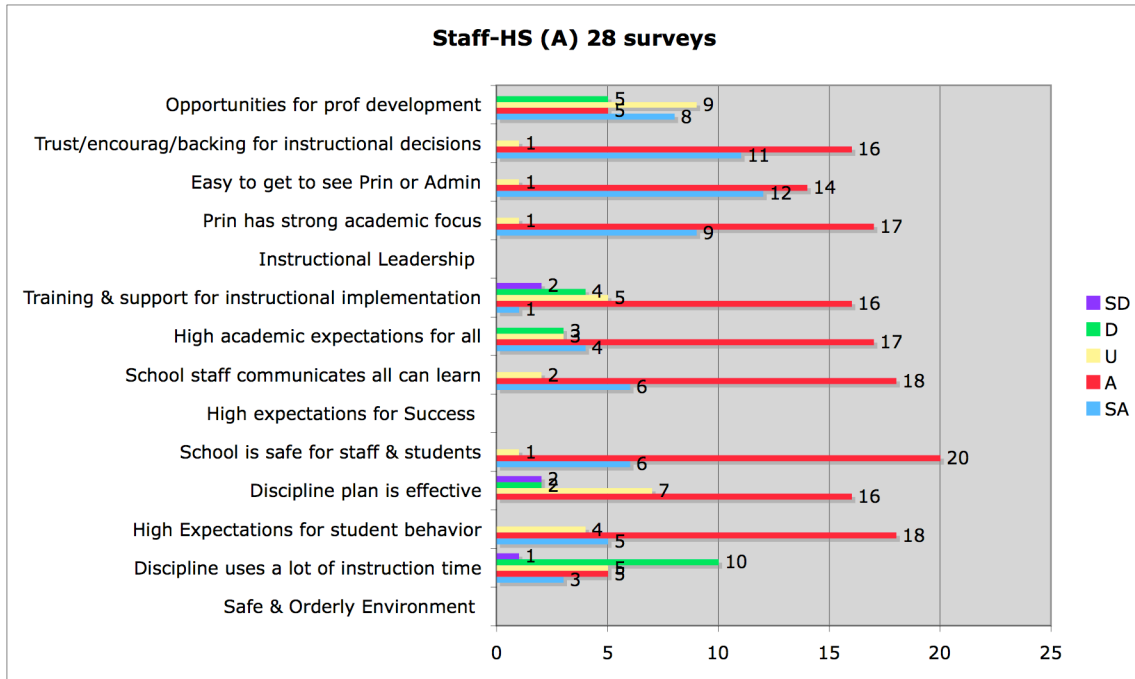
Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task;

Frequent Monitoring of Student Progress

Overall, staff at Wahoo Middle School, indicate they are generally satisfied with their commitment to the mission, communication from the district and building level opportunities for students to learn and progress. The team of teachers interpreting the data indicate that staff clearly communicate that all students can learn and are appreciative of the strong parent program. Lack of parental involvement and instructional supplies are the stated concerns.

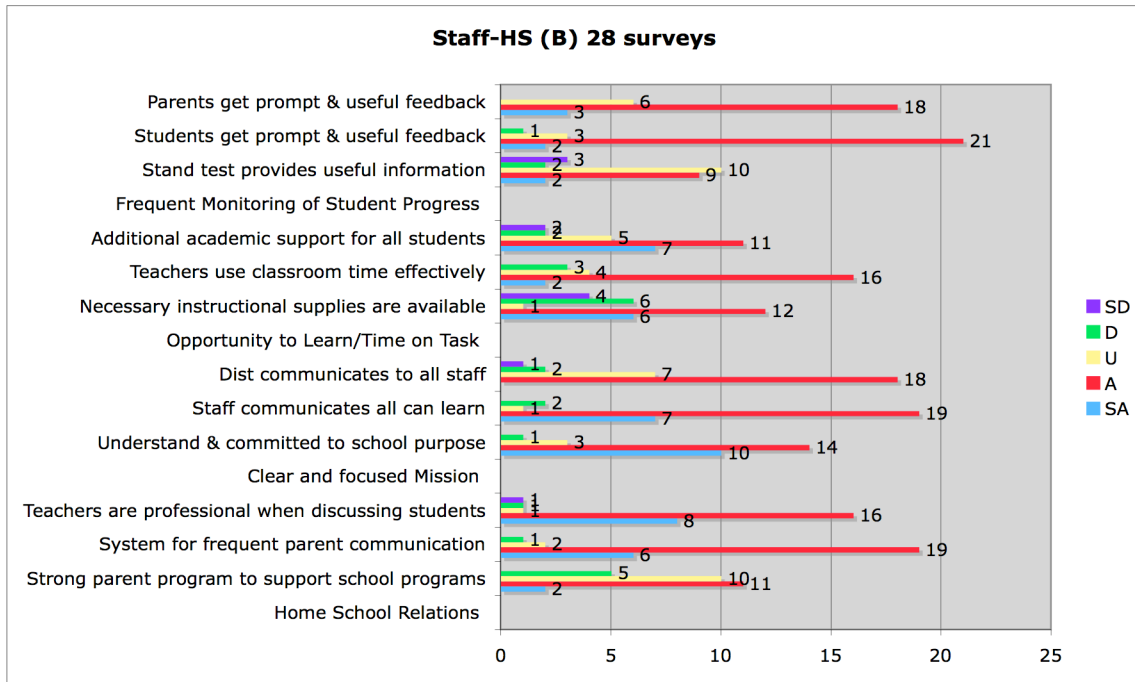
Staff Survey Wahoo High School 2008-2009



Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, staff at Wahoo High School, indicate that expectations are high at their building level and teachers are proud of their roles as educators. The team of teachers interpreting the data, indicate that though safety and expectations are set high, the discipline plan is rated as weak and utilizing a lot of instructional time. Further concern is expressed regarding the professional development leave policy and how the policy determines denial of requests.

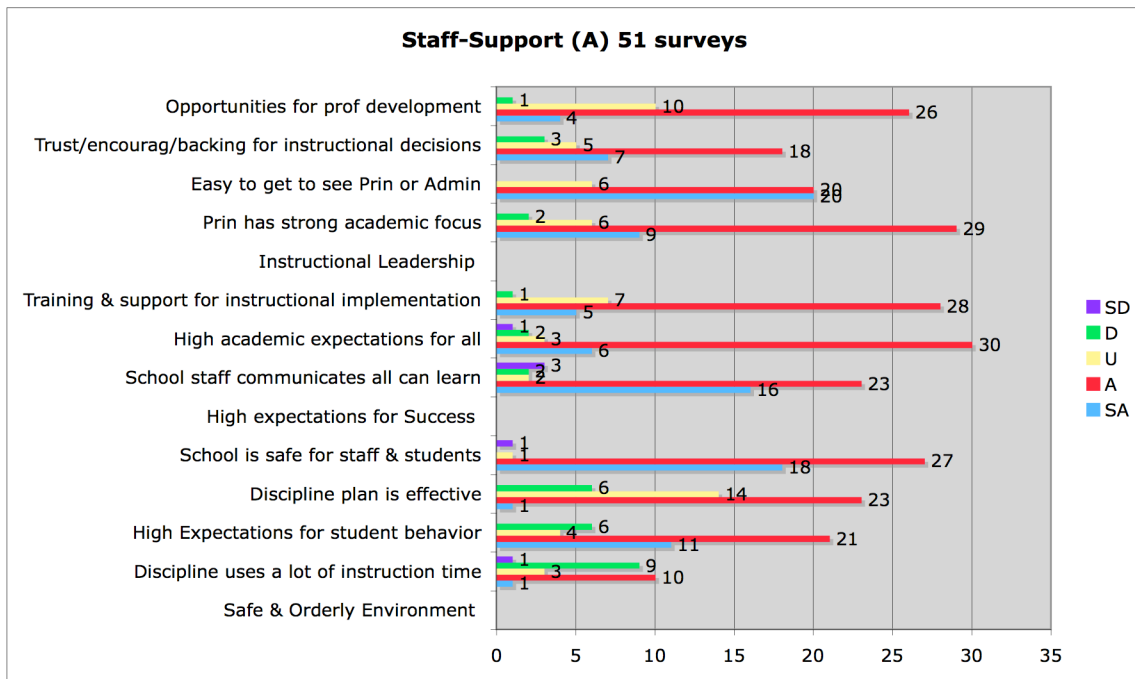


Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, staff at Wahoo High School indicate a positive response to their commitment to the mission, time spent in the classroom for learning (time on task), their feedback to students and parents and communication with administration. The team of teachers interpreting the data, indicate concerns over not having committed parental involvement at this building level. Further concerns include questioning the usefulness of standardized tests, questioning building wide high expectations for learning and not having adequate instructional supplies.

Staff Survey Support Staff 2008-2009

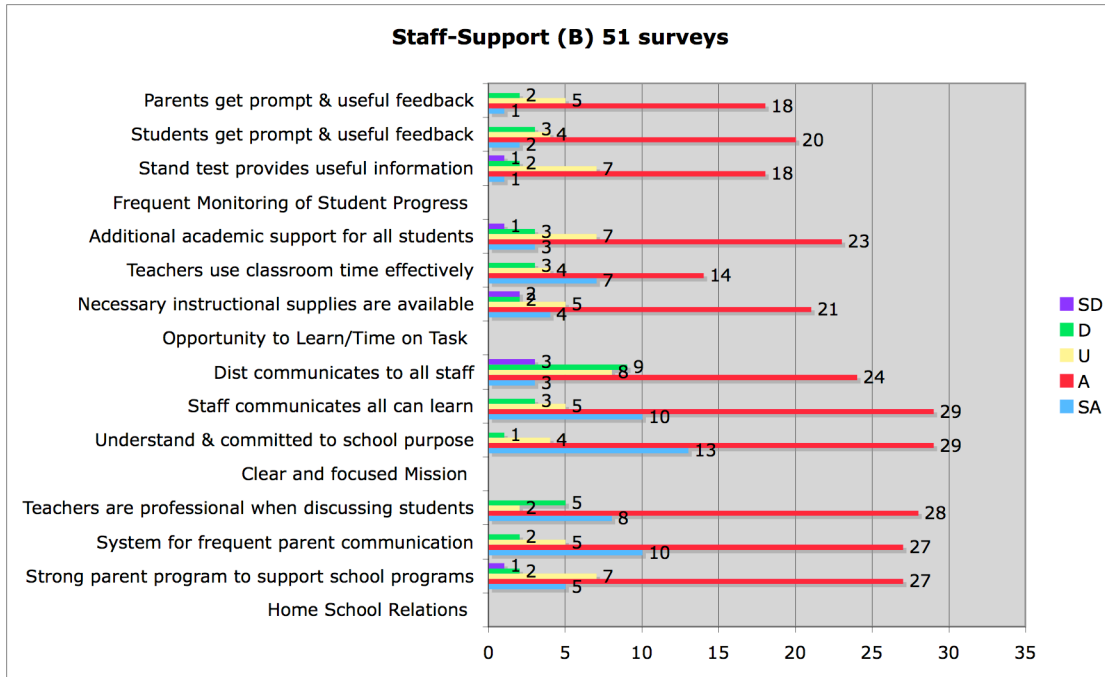


Interpretation of data for:

Safe & Orderly Environment; High Expectations for Success; Instructional Leadership

Overall, support staff of Wahoo Public Schools, indicate that the district provides an effective and

safe learning environment with high expectations for success and good instructional leadership. Furthermore the support staff indicate they feel valued and supported. The team of teachers interpreting the data note that support staff thinks discipline could be better.



Interpretation of data for:

Home School Relations; Clear and Focused Mission; Opportunity to Learn/Time on task; Frequent Monitoring of Student Progress

Overall, support staff of Wahoo Public Schools, indicate that district personnel are builders of a learning community with good home-school relations, and commitment to mission, opportunity to learn and student progress. The team of teachers interpreting the data note that support staff thinks that communication could be better.

Staff Development

Wahoo Public Schools has consistently provided eight staff development days within the school calendar. Staff Development focus areas over the past four years are listed in the table below.

<i>School Year</i>	<i>Staff Development Days</i>	<i>Focus areas</i>
2007-2008	8 days	Mapping Curriculum Student Management System K-2 Report Card discussion DuFour-PLC development Vertical PLC development Assessment Schedule alignment WEBSS School Improvement-Reading School Improvement-Math Wong-Classroom Management
2008-2009	5 full & 5 half days	Wong-Classroom Management DuFour-PLC development Differentiated Instruction Marzano's Nine Curriculum Mapper-guaranteed, viable curriculum

2009-2010	7 full & 2 half days	AdvancEd Self Assessment 7 Reading Strategies Vertical PLC development Curriculum Mapper Angel eLearning Du-Four-PLC development OdysseyWare Tech Treks-technology in the classroom (before and after school)
2010-2011	7 full & 2 half days	NWEA-MAP training Literacy By Design trng Reading training-EL Table of Specifications/Depth of Knowledge/Performance Level Descriptors/Practice tests and NeSA AdvancEd and school Improvement Vertical PLC development Code Red drill

Additional staff development is provided in Angel eLearning, Odyssey Ware, clicker technology, PowerSchool, RtI, Reading strategies, Literacy training, ELL program planning and other content specific learning opportunities. Teachers have been provided release time to attend state and ESU workshops. Twenty-eight (28) staff members participated in DuFour-Professional Learning Communities at Work training in the summer of 2007 and have facilitated the implementation of PLCs in the district. Summer work sessions are held for content specific content and assessment alignment.

Wahoo Public Schools is in the process of establishing a standard by which our daily business of teaching and learning will operate and be measured throughout the district. This standard has been dubbed the Wahoo Way and alongside RtI and Continuous School Improvement will be our foundation to support our accountability to mission.

Calendar

Wahoo Public Schools has 181 student days/190 staff days built into the 2010-2011 school calendar beginning on August 19 and ending on May 26. There are 4 snow/emergency days included in these numbers. We will be in session 177 student days/186 staff days so if no snow or emergency days are used during the year, the days in excess of 177/186 will be removed from the end of the calendar. Days will be recovered from vacation days or the end of the calendar if more than 4 snow/emergency days are claimed.

The elementary school day begins at 8:05 and ends at 3:15. The middle school and high school day begins at 8:15 and ends at 3:30. The bus transportation system brings students to school and back home from rural routes and in-town stops. Transportation logs approximately 500 miles a day.

Instructional

Through the implementation of PLCs, staff has had a means to communicate district wide about school goals and vision. Implementing technology such as Angel eLearning and PowerSchool has provided increased opportunities to engage students and parents in a partnership to improve student achievement. Students engage and respond positively to improving technologies such as the “clickers” in the classrooms. Our technology coordinator and director of media services are always on the lookout for new technologies to enhance teaching and learning and 21st century skills. Parents utilize the ability to access their child’s activities at school on the website and their grades and behavioral logs on PowerSchool.

It is important to the District of Wahoo that our students are provided learning and extra-curricular opportunities necessary to become successful in the classroom as well as in society. Giving students the opportunity to participate in many different activities and academic realms helps prepare them for future successes. With the support of all stakeholders, this is a reality at Wahoo Public Schools.

DISTRICT AND COMMUNITY RESOURCES

Wahoo is a welcoming, understanding, community based district. Wahoo offers two high school settings, one public and one private. The two schools collaborate on the use of athletic facilities and the delivery of programs such as the annual Veterans Day celebration where musical numbers are performed by the combined choir and band.

District #39 community resources that support our school and students include: Community organizations: *Kiwanis *Lions Club *Wahoo Chamber of Commerce *The Greater Wahoo Development *Saunders County Medical Center *Community Chest-United Way. These organizations provide wonderful activities and opportunities for children in our community. Holiday events such as Easter egg hunts; 4th of July games and activities; Halloween parade; and Christmas parade; are sponsored by the Kiwanis, Lion's and Chamber office.

Kiwanis and Lions also provide camp opportunities for youth from our district and scholarships for high school students.

The Greater Wahoo Development sponsored the Priceless Preteens program, a leadership camp for middle school aged students.

The Saunders County Medical Center is supporting the Career Academy for high school students. The Community Chest gives financial support to the scouting programs, Summer Kids' Institute and many other community programs.

The following local businesses provide financial support by giving a percent of what is spent in their store back to the schools: *Pizza Hut *Cookies and Cream *Sun Mart *Wahoo Super *Corner Market.

The Wahoo Area Recreation Center provides space for athletic practices and civic center organized league games for students of all ages. Football, soccer, basketball, t-ball, softball and baseball are leagues for boys and girls that are provided by WARC. The building has a gym, workout room, weight room, and indoor swimming pool. The high school sports teams use the facilities for water training and extra gym space when needed. WARC also provides an after school daycare program for elementary age children.

The Wahoo Aquatics center is an outdoor community owned pool that has been used for school functions in the Spring and Fall.

The Wahoo Public Library offers youth programs as a way to enhance education and create a safe environment for kids. The programs that are offered are: Toddler Time-for 3yrs and under; Story Hour-for 4-5 year olds; After School Program-1st -5th graders; Summer Reading Program (each summer the library offers a theme-based program to keep kids reading in the summer). Over 600 hours of summer reading was logged in 2008.

There is a Teen Advisory Board that was created to allow teens to have a say in the library. They plan their own fundraisers and programming and it is open to anyone age 13-18.

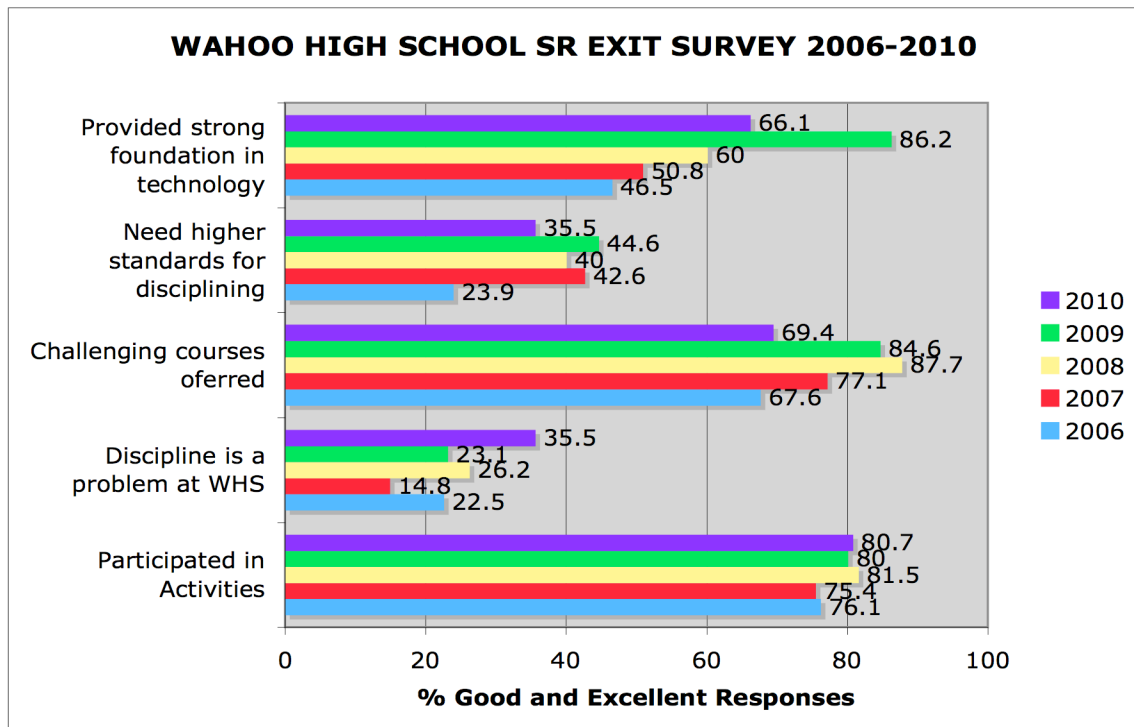
The Teen Volunteer Program is an opportunity for teens to gain work experience, responsibility, and a sense of community service and is open to ages 12-18.

The Wahoo Kid’s Summer Institute provides fun, educational workshops throughout June and July for pre-school through middle school aged children in the area. Programs consist of a variety of experiences that students would not routinely get. The tuition costs are minimal and instructors are many times volunteers. Funds for the program are provided by: Wahoo Community Chest, fees, and Wahoo Public Schools.

CURRENT COMMUNITY PERCEPTION

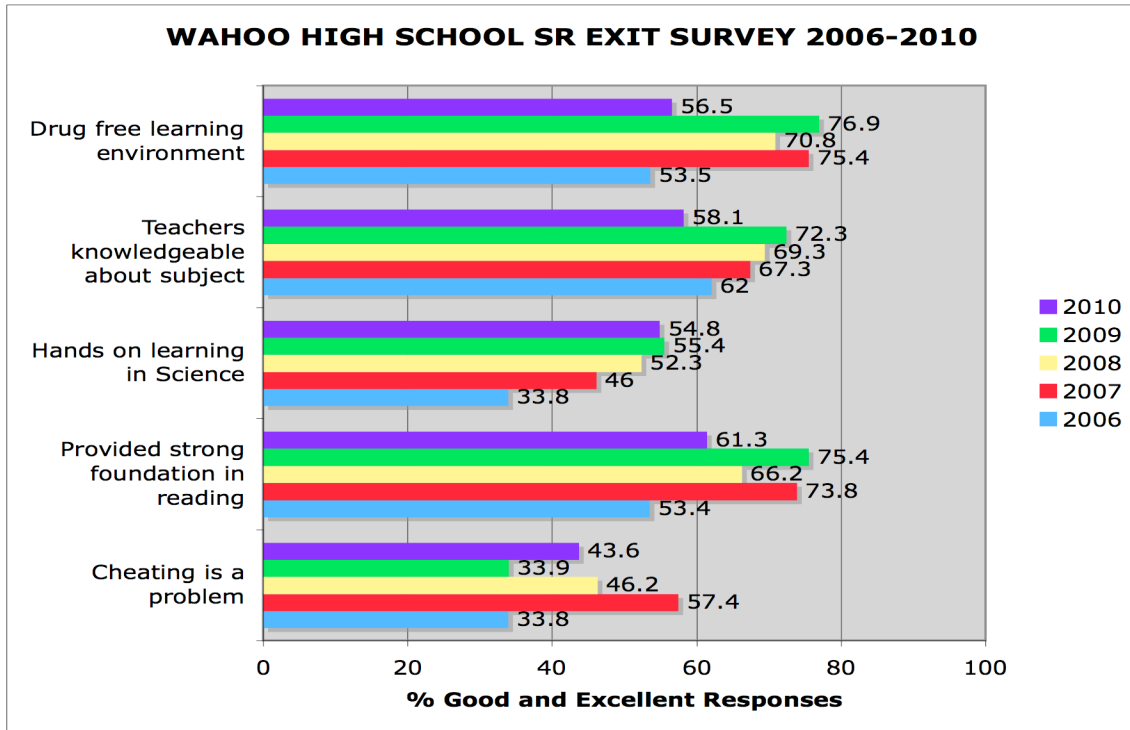
The Wahoo community is very supportive of the Wahoo Public School district and shows support in many ways. The WPS Athletic Booster and Music Booster Clubs receive manual and financial support from the community. In turn, the students provide exciting sporting events and entertaining music and dramatic performances for the community. School Board meetings are regularly attended by Wahoo Newspaper personnel that report the activity of the school and it’s stakeholders. The high school journalism class produces a newspaper and newsletter that reaches most households in the district informing them of school activities and our district wide focus on improving student achievement. The district website www.wahooschools.org provides patrons an opportunity to see what is happening throughout the district and provides access to PowerSchool to view grades or make teacher contacts. The elementary and middle school have an active PTO that promotes and activities in both schools. A recent survey of the attendees at a PTO meeting reflected that: ninety-five (95) percent of parents surveyed strongly agreed that the teachers really care about the students and the school has high academic standards for all students; ninety (90) percent agreed that the principal communicates well with parents about the instructional program; ninety (90) percent strongly agreed that the parent-school organization exists and is inviting to all parents and is an effective group; ninety-eight (98) percent strongly agreed that the subjects taught are important ones for their child’s future and that the teachers use their classroom time effectively, and that teachers give their child prompt and specific feedback. The overall report of this survey was that most parents were very satisfied with the school and teachers.

Sr. Exit Survey



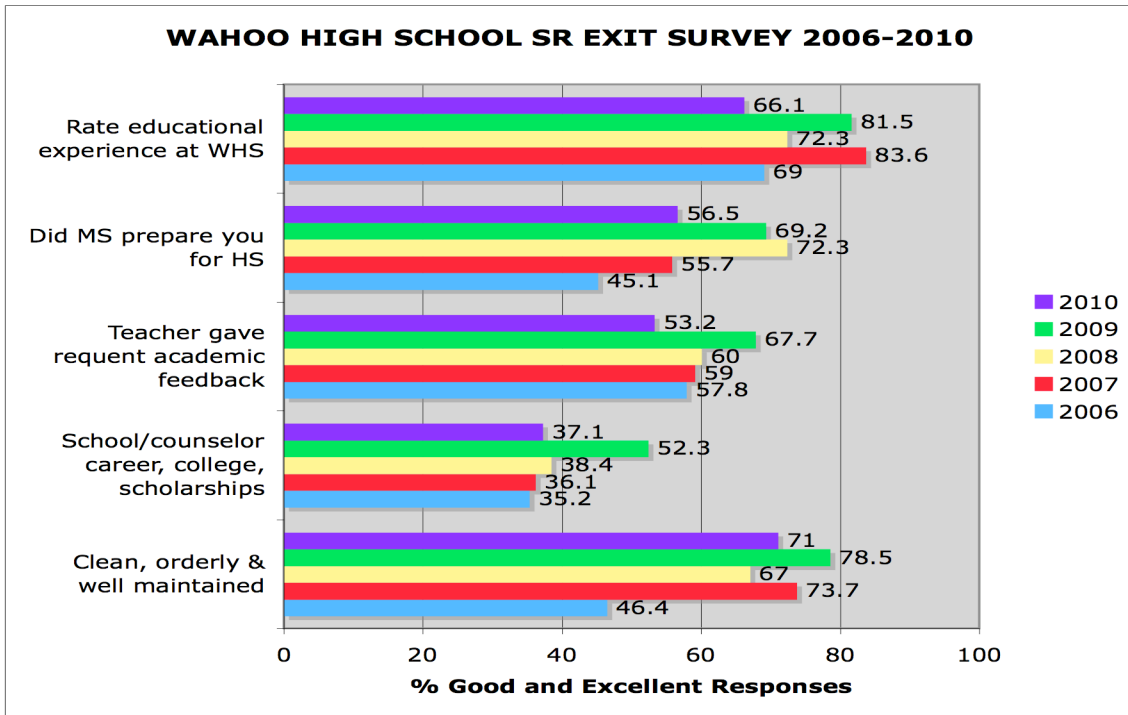
Analysis:

Items to be considered include: trend data indicating around sixty percent of exiting seniors thought they were provided a strong foundation in technology. To celebrate: increasing numbers of exiting seniors thought they were offered challenging courses; around eighty percent of exiting seniors participated in activities; low percentage of students felt discipline was a problem.



Analysis:

Items to be considered include: fifty-five percent or less of exiting seniors thought they had hands on exposure to Science; the number of teachers thought to be knowledgeable about their subject; and one-third to near half of students felt cheating was a problem. To celebrate: perception of drug free environment increased from 2006 to 2009; and an increasing number of students felt they were provided a strong foundation in reading.



Analysis

Items to be considered include: consistently around forty percent of exiting seniors indicate a lack of assistance in career, college and scholarships; consistently less than seventy percent indicate that MS prepared them for HS. To celebrate: educational experience shows growth; academic feedback shows growth; and the building is well maintained.

School Improvement Timeline

Appendix 1

Wahoo Public Schools

YEAR	PHASE I Commitment	PHASE II Organization	PHASE III Collecting/Analyzing Data	PHASE IV Selection of Goals Mission Statement	PHASE V Drafting SIP	PHASE VI Finalize Plan Implementation/Data Collection	PHASE VII Document Results	PHASE VIII Summary & Start Over
03-04	-Made commitment to start 5 yr. Plan -Capacity instrument -Went to Board w/ plan & info -Training Data Comm & Steering Comm	- Organization of steering comm. -Selected steering comm. Chairs -Set external team & visitation dates -Set up comm. For original goals ('97) Reading, Writing, Problem Solving & Data	-Capacity instrument -Surveys (students, parents, staff) -Training Data comm					
04-05		-Begin aligning curriculum according to CLI (5 yr cycle)	-Organizational template for data collection to be developed -Dec. Data Retreat -Collect data & disaggregate -Complete profile -Present profile & explain data -External team review profile & data	-Select goals -Revisit mission -Revamp goal committees				
05-06					-Learning teams to read & share Marzano -Staff dev & training related to interventions -Complete the draft of the SIP -Target Goals/ Research-based Interventions/Strategies &/or Activities			
06-07						-Implement SIP, collect data & document	- Implement SIP, collect data & document	
07-08						-Implement SIP, collect data & document	- Implement SIP, collect data & document	
08-09								-Celebrate -Analyze trend data -External review -Evaluate status of all interventions/strategies -Make decisions concerning goals for future

Wahoo Public Schools Curriculum Alignment Plan

CONTENT AREA	07/08	08/09 NDE LA	09/10 NDE MATH	10/11 NDE SCI	11/12	12/13	13/14	14/15	15/16
Social Sciences		VCVA	VCVA	VCVA	C	VC	R	A	VA
Science		VCVA	VCVA	C	VC	R	A	VA	VCVA
Math			C	VC	R	A	VA	VCVA	VCVA
Reading		C	VC-A	VC-R	VA	VCVA	VCVA	VCVA	R
Writing		C	VC-A	VC-R	VA	VCVA	VCVA	VCVA	R
Speech/Drama		C	VC-A	VC-R	VA	VCVA	VCVA	VCVA	R
Business	C	VC	R	A	A	VA	VCVA	R	VCVA
Health	C	VC	R	A	A	VA	VCVA	R	VCVA
FCS	C	VC	R	A	A	VA	VCVA	R	VCVA
Music	C	VC	R	A	A	VA	VCVA	R	VCVA
PE	C	VC	R	A	A	VA	VCVA	R	VCVA
Spanish	C	VC	R	A	A	VA	VCVA	R	VCVA
Art	C	VC	R	A	A	VA	VCVA	R	VCVA
Ind. Tech.	C	VC	R	A	A	VA	VCVA	R	VCVA
<i>Counseling</i>					C	VC	R	A	VA
<i>Media Literacy</i>				C	VC	R	A	VA	C
<i>Technology</i>				C	VC	R	A	VA	C

Curriculum Alignment Codes

C – Alignment -Development of curriculum documents-(Curriculum Mapper)

VC - Implementation and validation of curriculum-(Guaranteed curriculum-Master Map)

R - Resource review-(Proposals for new resources)

A - Development of common assessments-(Mastery)

VA - Implementation and validation of assessments

VCVA-Annual validation review of curriculum and assessments

School Improvement Action Plan

Wahoo Public Schools
2008-2011

Target area for improvement: Reading Comprehension

<p>Improvement Goal: To Improve reading comprehension in all curricular areas</p>	<p>Expectations for student learning:</p> <ul style="list-style-type: none"> • All students will read for content and understanding using the Seven Active Comprehension Strategies (Predict, Visualize, Question, Evaluate, Connect, Review, and Respond) 	<p>Targeted participants:</p> <ul style="list-style-type: none"> • All students in grades K-12
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<p>Interventions:</p> <ul style="list-style-type: none"> • Students will be provided with teacher directed instruction in all content areas and will utilize this instruction while learning the Seven Active Comprehension Strategies 	<p>Evaluation:</p> <ul style="list-style-type: none"> • Pre and post assessments on the Seven Active Comprehension Strategies at all grade levels. • Check for understanding by using the comprehension strategies in all content areas. • Reteach and reassess
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Timeframe for Implementation: Fall 2009-Spring 2010

Action	Schedule	Responsibilities	Monitoring	Resources
1. Develop pre and post assessments for the seven strategies at middle and high school levels.	Spring 2009-Fall 2009	SIP Reading committee members and sub committees	Sue/SIP Steering committee	Becky's book () Reading with Meaning by Debbie Miller LA texts
2. Utilize Rigby comprehension rubric and graphic organizers for assessing comprehension strategies at the elementary level				
3. Prepare an outline for teacher's to follow when teaching each strategy K-12	Fall 2009	SIP Reading Committee	Sue/SIP Steering Committee	
4. Elementary teachers will review strategies and select assessments in their grade level teams	Late Fall 2009	PLC Teams	Elementary Reading team from the goal committee; Jane	Posters, Comprehension Rubric, and Graphic Organizers
5. Middle school teachers will be presented with the strategy outlines and assessments	Late Fall 2009	John, Linda, Vobz and Becky	Sue, Becky and John; Jason	Posters, common assessments

6. High school Language Arts teachers will develop a plan for each strategy to be taught in their classes	Fall 2009	Carol, Larry, Brian	Sue, Carol; Chris A.	Posters, powerpoint presentations, supporting articles, pre and post assessments, practice activities, formative assessments
7. Develop a timeline for implementing the strategies	Winter 2010	SIP Reading Committee	Sue/ SIP Steering Committee	
8. Report results of pre/post assessments	Spring 2010	All who gave the tests	Sue/ Steering Committee	
9. Determine next steps	Fall 2010	HS-all certificated staff MS-all certificated staff	HS-R Mueller, J Libal MS-J Harris, C Arent	
10.				
11.				
12.				

School Improvement Action Plan

Wahoo Public Schools
2006-2011

Target area for improvement: Math

<p>Improvement Goal: All students will improve in math problem solving (2009) Math focus: To be identified by PLC teams (2010) Math focus: All students will be proficient at grade level</p>	<p>Expectations for student learning:</p> <ul style="list-style-type: none"> All students will utilize a cross-curricular process to formulate a solution to a problem 	<p>Targeted participants:</p> <ul style="list-style-type: none"> All students in grades K-12
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<p>Interventions:</p> <ul style="list-style-type: none"> All students will utilize the Four-Step problem solving plan and apply it across all curriculums. <p>Supporting Strategy</p> <ul style="list-style-type: none"> Critical thinking and problem solving in HS homeroom setting. 2009 Selected by individual PLC team based on area of math focus 2010 Teach NE Math standards indicators to mastery level as assigned 	<p>Evaluation:</p> <ul style="list-style-type: none"> Norm-Referenced Assessments (Terra Nova, ACT, PLAN, EXPLORE) Criterion-Referenced Assessments (NE STAR standards 4.2.1, 6.2.2, 7.2.2, 8.2.2, 12.6.1, 12.6.2) <p>Evidence of success: Increased scores in problem solving on STARS, Terra Nova and ACT assessments 2009: Pre and post classroom assessment 2010: NeSA-M</p>
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Timeframe for Implementation: 2006-

Action	Schedule	Responsibilities	Monitoring	Resources
1. Staff identified through assessments that problem solving was an area in need of improvement.				Deb Fetch-ESU 2 Problem Solving presentation
2. Building staff awareness	March 2006	Curriculum Director arrange staff development		
3. SIP Committee Training	May 2006	Math SIP Committee members attend and commit to process		ESU 2
4. Develop Wahoo Four-Step Problem Solving Plan	August 2006-December 2006	SIP Co-Chairs and Math SIP Committee members	Curriculum director will monitor that members meet on an as needed basis and develop plan and rubric	Marzano, and G. Polya materials provided by ESU 2. Research gleaned from other school districts
5. Create assessment rubric for Problem Solving Plan	August 2006-December 2006	SIP Co-Chairs and Math SIP Committee members	Curriculum director will monitor that members meet on an as needed basis and develop plan and rubric	

6. Revise Problem Solving Plan with all staff	October 19, 2006 February 2007	Co-Chairs and Math SIP Committee facilitate training	Plan will be reviewed with new staff and staff needing a refresher Collect documentation of Problem Solving instruction	Deb Fetch and trainers
7. Revisit progress of Math Problem Solving Strategies	May 2007	Co-Chairs and Math SIP Committee members	Curriculum Director	
8. Revisit progress of Math Problem Solving Strategies	August 2007	Co-Chairs and Math SIP Committee members	Curriculum Director	
9. Review trend data	October 2008	Co-Chairs and Math SIP Committee members	Curriculum Director	
10. Share trend data with vertical teams	November 2008	Co-Chairs and Math SIP Committee members		
11. Continued review of trend data	November 2008	Co-Chairs and Math SIP Committee members	Curriculum Director	
12. Revise Math focus. PLC teams will select math focus for their team based on student performance data.	Fall 2009	Math SIP committee members in each of the PLC teams	Math SIP committee members and Curriculum director	
13. Revise Math focus to reflect all students will be proficient at grade level	Fall 2010 forward	SIP Advisory Committee	SIP Advisory committee	Aligned Math standards with mastery level assignments
14.				