



Accreditation Report

Wahoo Public Schools

Wahoo Public Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Wahoo Public Schools is a rural, Class C1 school district located roughly 30 miles west of Omaha and 30 miles north of Lincoln. The 191 square mile district includes the towns of Colon, Ithaca, Malmo, Wahoo, and Weston. Total population of the district is 7,198, with a median age of 39.8, and an ethnic diversity of less than 10%. The elementary and secondary buildings are situated on the same campus. The campus covers around 40 acres of land. The current school district enrollment for grades PK-12 is approximately 1,011 students. We provide ESL services to less than 2% of our student population, have over 20% of our student population receiving special education services, and over 30% in free or reduced lunch status. In addition to a comprehensive K-12 educational program, Wahoo Public Schools provides a Head Start/Special Education Preschool, and an Alternative High School.

Wahoo Public Schools is a welcoming, supportive, community-based district. The community organizations regularly garner support for the needs of its people, and the people actively participate in the activities sponsored by the community. The town of Wahoo and surrounding communities also support a private education option. St. Wenceslaus and Bishop Neumann are located across town from Wahoo Public. The two districts collaborate on educational services, primarily via shared federal grant dollars, the use of athletic facilities, and special program presentations.

Our membership has been growing by 10% over the past 15 years. We are currently addressing capacity issues in the middle school classrooms and some required non-core curricular courses. Conversations have begun regarding long-range facility planning to accommodate our future growth projections. Having a second, private, class C1 school in our community also presents a challenge. Private schools do not receive state funding for special needs students, so our special education enrollment is above the state average. Another challenge, similar to communities and schools across the nation, is the gap between students coming to school ready to learn and having experienced cognitive enrichment in their homes, and families and those that are not ready and have not had those experiences. This gap is further evidenced in our free and reduced lunch percentages.

Having been a long time basketball powerhouse, recent facility improvements have helped support the development of a broader based school and community pride. New and remodeled facilities include: performance arts wing, weight lifting area, science rooms and a lab wired to send and receive distance learning courses. The Performance-Learning Center can seat an audience of over 700 and provides a first-rate venue to host Wahoo Public Schools' musicals and concerts, conference contests, and community performances. Visiting sports teams envy the weight lifting facilities which our students and faculty alike utilize daily. The learning lab provides an adequately wired space for administration of district assessments.

The community is incredibly supportive of the school district. They demonstrate their support through both hands-on and financial resources. The community devotedly attends athletic, instrumental, choral and theater events; participates in the annual CloseUp turkey dinner and other fundraisers; and provides opportunities for students to volunteer and/or be employed. Wahoo Newspaper personnel, who report the activity of the school community to subscribing stakeholders, regularly attend school board meetings. In addition, the district website, social media accounts, and all-call phone system keep stakeholders informed of what is happening throughout the district, sometimes, as it's happening. Our student information system (Power School) affords parents daily contact with their child's academic progress. The

elementary school and the middle school have an active PTO that promotes and hosts activities in both schools. The high school has booster
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organizations in athletics and music that promote and support the programs and the participants.

Wahoo is the county seat of Saunders County, and annually hosts the County Fair, a PRC Rodeo, and numerous events at the historical museum. Wahoo was the past home office for the David Letterman Show, and boasts six famous sons: C.W. Anderson (children's literature & illustrations), George Beadle (Nobel Prize-winning scientist), Howard Hanson (classical musician & composer), Darryl Zanuck (movie producer, Hollywood powerhouse), Governor Dave Heineman (former NE Governor) and Sam Crawford (hall of fame baseball player). An aquatic center, library, county hospital, Lake Wanahoo, shooting range and youth training center were recently completed to support the needs and interests of community and county residents. The business future of Wahoo appears promising due to the close proximity of the metro areas for expanded employment opportunities and the recently completed four-lane expressway. Omaha Steel Castings Company recently relocated in Wahoo, joining other local industries. The largest employers in the Wahoo area are Saunders Medical Center, Saunders County, Wahoo Public Schools and Omaha Steel Castings.

Overall, our rural, Class C1 school district reflects the immense pride throughout our community, and a quest to move ahead with forward-thinking momentum. NCLB parameters labeled Wahoo High School as a Persistently Low Achieving School in 2009-10 based on 2008-09 data. We rallied to the challenge, made some administrative changes as required, and moved forward with the implementations discussed throughout this document. We did not agree with the label; and put in place procedures and practices to assure all of our stakeholders that we were an effective school, and indeed preparing our students for continued success in their lives beyond high school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

District Mission Statement

MISSION:

INSPIRING OUR STUDENTS TO THRIVE!

We are committed to:

- Equipping our students for the 21st Century
- Providing opportunities for students to realize their full potential
- Creating engaged citizens
- Collaborating with the greater Wahoo community

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.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the past few decades, Wahoo Public Schools has earned accolades as a basketball powerhouse. One of the most noteworthy changes we have experienced over the past three to four years has been the shift to a more balanced focus on athletics, fine arts and academics. The foundation of this achievement has been the working structure of our continuous school improvement that set up the culture of making learning the focus. The process began with the development of a five-year plan that highlighted the Wahoo Way, goal setting at the district and classroom level, and utilizing PLCs to collaboratively monitor student achievement. In addition, this long-range plan prioritized the work of Robert Marzano, creation of a growth-based appraisal tool, implementation of 1:1 iPads, and the selection of web-based data and curriculum systems.

Focus on learning has further evolved through attitudinal and procedural changes. Attitudinal changes include teachers and students viewing assessment as an integral part of learning and accountability, homework as practice, and tests as a measurement of what is known, not what is memorized. Procedural changes include revised grading practice in grades 4-12, building level no missing homework process, removal of underutilized high school study halls, and quizzes that also include content previously covered in the course. Further efforts include helping to assure our students are college and career ready. These efforts include: increased dual-credit and career academy courses, the career and technical education department's focus on the re-VISION process, and a student option of taking an onsite college and career ready course.

As our five year plan was unfolding, a clear target of proficiency in reading, writing, math and science was also identified. Ninety percent of our students scoring in the Meets or Exceeds category became our target, and that was met with many question marks regarding how we would ever get our student performance to that lofty goal. We were looking at some NeSA performance areas as low as 47% proficient. Our improvement plans, housed in ASSIST, will outline the steps we took toward achievement of our academic goal. Though we have not met the target goal of 90% in all areas at all grade levels, our trend data by building validates our upward growth. In some areas the students are nearing the goal, in some the goal was met, and in some the target was surpassed. Further validation of our status and growth is our 2015 AQuESTT rating of 'GREAT' at all three building levels and at the district level.

Closer examination of our NeSA trend data reveals areas that need further discussion and strategies to address inconsistent and/or plateaued performance patterns. Math proficiency trend lines in grades 5 through 8 are inconsistent, and reading proficiency trend lines are somewhat flat. We will strive to put strategies into place that will achieve a more positive growth trend in these areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In addition to our focus on academic achievement, Wahoo Public Schools chose to embrace a health goal. The district partnered with Alliance for a Healthier Generation to examine and make changes in our wellness policy and our procedures. That partnership prompted changes in the foods offered in our vending machines, food brought in for classroom birthday celebrations and food served in staff and student meetings. Further action included aligning our grade level health topics with the National Health Education Standards. The district continues to support staff involvement in An Educators Health Alliance Program, providing wellness challenges throughout the year. Students are encouraged to participate in the school breakfast program. The newest offering is a grab and go breakfast pilot. The elementary school has a morning walking club and the classrooms utilize GoNoodle to incorporate brain breaks as needed throughout the day.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Adoption of revised 4-12 grading procedures; PLC book study; Common language-ASOT; 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 1

Strengths

The development of a five-year-plan, in 2011, clearly defines the direction of Wahoo Public Schools' continuous improvement process. A committee of stakeholders revised our mission in 2012. Many members of our learning community easily identify our district mission, Inspiring Our Students to Thrive. The mission is visible in physical locations throughout the district, on district communication, and on the website. The belief and responsibility statements capture the essence of what the mission means in our everyday life at Wahoo Public Schools.

Wahoo Public Schools is committed to shared values and beliefs about teaching and learning as evidenced in our district-wide focus of resources on The Art & Science of Teaching (ASOT), by Robert Marzano. We sent two leadership teams to Marzano Academy training, conducted a leadership book study of ASOT, rolled out a district-wide book study of ASOT, and continue this practice annually with our new teachers. Our teacher appraisal process (revised in 2012) reflects the research of Marzano and a commitment to instructional practices that includes active student engagement, a focus on depth of understanding, and application of knowledge and skills.

The Leadership and Learning Center, data-driven decision-making format, defines the process utilized by all of our Professional Learning/Data teams for reviewing data and improving student learning. Student performance data, housed in Viewpoint, is reviewed during monthly early dismissals and SMART Goals are developed with measurable performance targets. The district-wide academic performance goal is 90% proficiency in all NeSA areas.

Growth opportunities

WPS could improve the visibility of the belief and responsibility statements for all stakeholders. Furthermore, it is understood by our leadership that our mission is reviewed every five years, during year one of our Continuous Improvement cycle, however, a document that

defines the process could to be developed to reflect practice. Furthermore, WPS could annually review the common language document developed in the initial ASOT book studies for ongoing relevancy.

Our self-assessment indicated that not all PLC/data teams feel proficient in the use of the available data, nor do they have a shared understanding of the role of the assessments we administer. Leadership needs to provide some individualized support at the PLC/data team level.

Evidence

Mission on website; WPS 5-year plan; ASOT book study notes; ASOT common language document; 90% proficiency goal visual; Viewpoint Data Management System; Appraisal tool; SIP notes-Google Docs; District Report Cards; Monthly SIP Board report; Self Assessment input results

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Activities handbook 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none">•Roles and responsibilities of school leadership•School improvement plan developed by the school•Stakeholder input and feedback•Maintenance of consistent academic oversight, planning, and resource allocation•Communications regarding board actions•Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan•Common plan time; SMART goals; building level NeSA goal; reVISION process;	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Involvement of stakeholders in a school improvement plan•Communication plan•Health program community input; CATE program community input; utilize Student Council to provide input to Principal;	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths

The Board governs through written policies and orderly procedures that clearly support the mission of the district. Furthermore, board members act as good stewards of the taxpayers' money in their effective and efficient operation of the school. Facility growth and improvements are carefully planned without an increase in taxation. The Board approved the revised teacher appraisal tool as a mechanism for monitoring effective instruction and assessment. The Board also supports regular early dismissals to facilitate Professional Learning/Data Teams throughout the district. Student, staff and activities handbooks and our activities/athletics code of ethics are approved by the board and provide more specific guidance for the intended audience.

New Board members attend the NASB New Board Members workshop with the Superintendent to gain a clear understanding of their defined roles and responsibilities. In addition members attend the Regional NASB workshop in October and the state NASB workshop in November to stay abreast of current regulations and to stay grounded in their roles as board members. Board policy clearly defines their code of ethics and treatment of conflict of interest. The Board's policy committee meets regularly to review and revise old policies, as well as draft new policies due to new or increased regulatory actions. The Board functions as a cohesive unit the majority of the time. For the most part, the Board maintains a distinction between its roles and responsibilities and those of school leadership. This is most evident as the Board protects, supports, and respects the autonomy of school leadership to continue to accomplish goals for growth in teaching and learning.

Leadership and staff are committed to, and work collaboratively toward, the continued improvement and success of the school district. A sense of community is evident across our district. Our HUMANE survey results indicated highly satisfied and highly engaged personnel throughout the district. All students are held to high standards in their course of study to ensure college and career readiness. Our school improvement structure indicates that our school leaders support and foster shared leadership, innovation and professional growth. Leadership regularly communicates with all stakeholders through print and/or digital media. Leadership also engages stakeholders through solicitation of feedback and working collaboratively on specific school improvement efforts.

The focus of the criteria and processes of our teacher appraisal is improving teaching and learning. The appraisal instrument was revised in 2012 and is regularly implemented. New teachers participate in a formal observation each semester for three years. Tenured teachers participate in a formal observation once every three years. The results of the appraisal process are collaboratively used to adjust professional

practice and improve student learning.

Opportunities for Growth

Our leadership review of our self-assessment results prompted the discussion that we could do a better job of identifying student and parent responsibilities in their own or their child's education.

Clear and concise language to be used as a reminder of defined roles and responsibilities amongst Board members and the Superintendent would help dissuade potential issues. Development of clear and concise language to be utilized by the governing body and school leadership would also be valuable to the day-to-day management of the school.

Our recent self-assessment revealed that many participants would like more frequent district-wide self-assessment opportunities. Stakeholder leadership has been primarily limited to booster organizations. It would be beneficial to include stakeholders in the extension of the District's Long-Range Strategic Plan.

Evidence

Board Policies; Open Meetings Act; Board Minutes; Staff handbook; Five-year plan; SIP Advisory and Building Leadership structure; SIP agendas/minutes; HUMANeX Survey Results; PLC/Data teams; Revised Grading Procedure; Posted Performance; Health program community input; CATE reVISION community engagement; Boosters organizations; StuCo principal input; Appraisal instrument aligned with ASOT; District Website; PowerSchool; EL students' Thursday folders; Self-Assessment input results

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Curriculum writing process •Products – scope and sequence, curriculum maps 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Teacher evaluation criteria•Agenda items addressing these strategies•Professional development focused on these strategies•Authentic assessments•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Findings from supervisor walk-thrus and observations•Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Documentation of collection of lesson plans and grade books•Supervision and evaluation procedures•Peer or mentoring opportunities and interactions•Recognition of teachers with regard to these practices•Examples of improvements to instructional practices resulting from the evaluation process•Administrative classroom observation protocols and logs•PowerSchool grade book	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none">•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project•Common language, protocols and reporting tools•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Examples of assessments that prompted modification in instruction•Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none">•Records of meetings and walk thrus/feedback sessions•Professional learning calendar with activities for instructional support of new staff•ESU 2 New Teacher Academy	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none">•Volunteer program with variety of options for participation•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days•Calendar outlining when and how families are provided information on child's progress•Power School; All call system; social media; PTO; boosters programs; Jr Mates; TeamMates	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•List of students matched to adult advocate•Survey results•Curriculum and activities of formal adult advocate structure•Master schedule with time for formal adult advocate structure•Warrior Period; MS HomeRoom; WEBSS; TeamMates; Elem class size 20 or below	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Evaluation process for grading and reporting practices•Sample report cards for each grade level and for all courses•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting	Level 3

Accreditation Report

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Brief explanation of alignment between professional learning and identified needs•Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths

The curriculum at WPS provides all students with challenging and equitable learning experiences focused on career and college readiness. Some learning activities are individualized to best meet the needs of individual learners.

School personnel monitor and adjust curriculum, instruction and assessments to ensure vertical and horizontal alignment, as well as alignment to the NE State Standards. Student data is reviewed throughout the year and is a consideration in the curriculum alignment process. The first two days after school dismisses for the year are reserved for curriculum review and/or alignment work.

Expectations that teachers utilize strategies to engage students in their learning as well as practice and deepen their understanding of the learning are affirmed in our teacher appraisal process aligned with Marzano's ASOT. School leaders consistently monitor instructional practices through formal classroom observations, frequent classroom walk-throughs and providing opportunities for teachers developing an instructional strategy to shadow teachers skilled in the strategy within or outside of the district.

All teachers participate in collaborative PLC/Data teams to improve teaching and learning. Many of our current instructional staff participated in DuFour's Professional Learning Communities at work training prior to implementing PLCs. A community of collaboration is evident throughout our district. Teachers implement the school's instructional process in support of student learning. Identified essential learnings outline student learning expectations, and formative assessments help inform instruction. Mentoring and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. ESU2 assists in the process through a New Teacher Academy format. Locally, our new staff studies ASOT together and with assigned mentors. Common plan time and PLCs provide ongoing mentoring opportunities.

The school regularly engages families in their children's education and keeps them informed of their learning progress through parent organizations, web-based and social media communication, ongoing access to grades/missing assignments, and individualized educational or behavioral support plans. Advisory periods and a class size cap of 20 are the schools' structures in place, whereby each student is well-known by at least one advocating adult. At the secondary level, students stay with the same adult advocate for the duration of their years in that building. In addition, we have an active TeamMates structure throughout the district.

Grading procedures represent the learner's attainment of content knowledge and skills. The newly adopted grading document outlines common grading procedures for grades 4-12 and will be reviewed annually to promote clarity and consistency.

All staff members participate in continuous professional development that is aligned with the school's purpose and direction as determined by the School Improvement Advisory Team. Professional development opportunities focused on improving teaching and learning are presented to applicable content area staff throughout the year. Informal needs assessments are conducted via SurveyMonkey. School personnel use data housed in Viewpoint to identify unique learning needs of students on both ends of the learning spectrum. In addition, resources are used to screen students that have languages other than English spoken in the home to determine their need for ESL services.

Opportunities for Growth

To provide challenging opportunities for all students, we could be more intentional in delivery of our HAL program, use of differentiation, and continued documentation of guaranteed and viable curriculum in BYOC. The process to adjust curriculum, instruction and assessment based on student data could be more systematic and systemic. As with educators across the state, we need to strive to continue the engagement of lower elementary students through high school. It could be helpful to have a formal method of keeping track of mastery of identified instructional skills of our teachers based on the tenets of our teacher appraisal. We could be more intentional in designating time for vertical teams to meet. Our recent self-assessment revealed that we need some formative and summative assessment, 80:20 and overall assessment role clarity. Gary Nunnally-ESU2 has been contacted to assist. We would benefit from the development of a New Teacher manual with a checklist for mentors and a section designed for staff hired mid-year.

Hindsight revealed that we could have done a better job of rolling out the revised grading procedures to stakeholders. In addition, our self-assessment revealed a need to provide additional clarity for staff Re. 80% summative/20% formative grading, and include prior new knowledge on summative assessments. The self-assessment review team stated that additional professional development for support staff was indicated, and an intentional evaluation of professional development could be re-instated using SurveyMonkey.

Evidence

BYOC; SENCAP; Dual-credit courses; Curriculum alignment plan; HUMANeX: Student Engagement survey (2013); Teacher appraisal tool and observation records; Essential learnings; Proficiency scales; L to J; New Teacher Academy-ESU2; School Messenger; PowerSchool; Warrior Period; Home Room; TeamMates; WEBSS; Grading procedures; ASOT Book study; Spreadsheet of Professional Development offerings; SurveyMonkey results

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 4

Accreditation Report

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none">•Records of depreciation of equipment•Survey results•Documentation of compliance with local and state inspections requirements•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.•System for maintenance requests•Maintenance schedules•Safety committee responsibilities, meeting schedules, and minutes•Smart Sheet	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Assessments to inform development of technology plan•Policies relative to technology use	Level 4

Accreditation Report

Wahoo Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Agreements with school community agencies for student-family support•Social classes and services, e.g., bullying, character education•List of support services available to students•SCIP; WEBSS; YAP; Warrior Period; Nurse Trutna; Circle of Friends; Green Dot; Brigham/Lausterer; Local Church youth programs; counselor bulletin board with hot lines	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process•MS-ENGAGE course; HS-College & Career Readiness course; Job shadowing-SENCAP; ACT prep. online	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths

Policies, procedures and fiscal resources allow school leaders to hire and retain qualified certificated and support staff in sufficient number to effectively support the school's educational program. Lower elementary classrooms maintain a cap of 20 students per classroom. The Administrative team regularly assesses staffing needs and makes adjustments as warranted by student numbers. Our district-wide growth rate averages around 10% per year. We currently have a larger enrollment bubble in grades 5 and 6, requiring additional staffing in grade 6 for this year and the next. All of our teachers are NCLB qualified in the subjects they teach. Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school. The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Plans are developed and implemented to continuously improve these conditions. Maintenance utilizes an online system for requests and progress tracking. Building access is secured through a buzz-in system and offices have been remodeled to provide secretaries with entry door visibility. The middle school office revision is in the planning

stage.

All students and staff have access to a broad collection of print and digital media and information resources. A part time technology support person was added to assist students and staff. Technology is widely utilized throughout the district. The technology infrastructure meets the teaching, learning and operational needs of the district. The school provides physical, social and emotional support services for all students, as well as college and career planning. Classroom teachers offer additional career counseling outside of class time.

Opportunities for Growth

We are looking for the best curricular fit for entry-level foreign language instruction. With the middle school enrollment bubble, our current middle school PE class sizes are larger than we would like them to be. Increased student participation in activities is taxing the current gymnasium spaces. Para-educators expressed a desire for additional training opportunities. Our health committee chair is looking into the installation of water bottle filling stations to support student health through hydration. A needs assessment yielding a long-range technology plan remains on a to do list due to rapidly changing technology. Measures of program effectiveness of secondary support services and career planning are not in place.

Evidence

NSSRS Highly Qualified Staff; school calendar; SmartSheet; Safety Committee; Health & Wellness Committee; emergency procedures; website quick links; social media; media personnel schedule; SCIP; WEBSS; YAP; Warrior Period; school nurse and health aide; Circle of Friends; Green Dot; ARRIVE; Saunders Co. Diversion; local church programs; Hot lines posted on counselor bulletin board; referral and IEP process; ENGAGE curriculum; College & Career Readiness course; SENCAP job shadowing; ACT prep-online

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •NWEA-MAP; C4L; Assessment Calendar; Viewpoint 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Running Records; Benchmarks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

Accreditation Report

Wahoo Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Evidence of student readiness for the next level•Evidence of student growth•LtoJ Charts;	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups•District Report Card; Newspaper articles; NeSA reports sent home; HS NeSA performance posters	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths

The school maintains a comprehensive student assessment system that produces data via NWEA-MAP, C4L, NeSA, as well as proficiency scales, progress monitoring and benchmarks. MAP, NeSA and classroom grades are housed in the student data management system, Viewpoint. The school has dedicated PLC time, and a systematic process is in place for reviewing and analyzing data from multiple sources, and applying that data to the development of SMART Goals. The data team leaders have been trained in the evaluation, interpretation and use of data. Leadership and PLC/data team leaders review the process annually. The available student data measures student learning and readiness for success at the next level. Leadership monitors student learning and regularly communicates results to stakeholder groups.

Opportunities for Growth

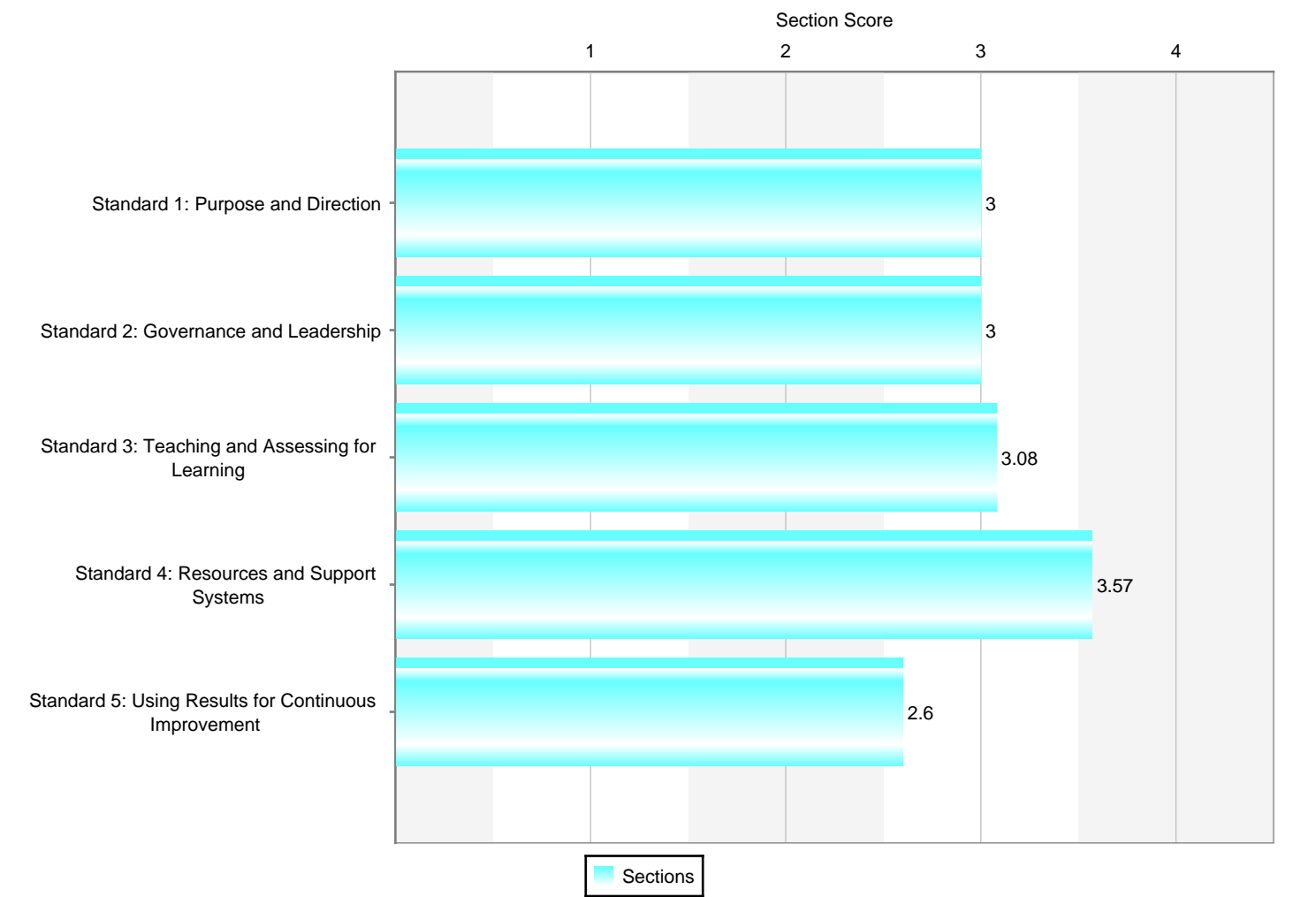
The self-assessment indicated that the school could more clearly define our assessment system; the data review process and provide more staff training in the evaluation, interpretation and use of formative and summative data.

Evidence

NWEA-MAP; C4L; Viewpoint; PLC SMART Goals; data training for data leaders; running records; benchmarks; L to J charts; shareholders report; NeSA performance posters; assessment calendar

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		StakeholderFeedba ckDocumentFinal

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

A simple compilation of the average score by standard and survey group (2015-16 survey) reveals that overall, our stakeholders think that the district is doing the best job at meeting the indicators in Standard 4-Resources and Support Systems and Standard 1-Purpose and Direction. All student groups rated our district the highest in Standard 1 and all adult groups rated our district highest in Standard 4. Our average scores by standard, across all groups surveyed, range from 3.35-3.48.

(See Standard ranked and Average score tables in Stakeholder Feedback Data Document)

Further examination revealed that the indicator that most frequently received high ratings across all five stakeholder groups was 4.4-students and school personnel use a range of media and information resources to support the school's educational programs. The second most frequent was 4.3-the school maintains facilities, services and equipment to provide a safe, clean, and healthy environment for all students and staff. The third, most frequent was 4.5-the technology infrastructure supports the school's teaching, learning, and operational needs.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The qualities measured by our locally designed survey in 2009-10, staff survey in 2010-11, and the AdvancED survey in 2015-16, are not clearly aligned. Validity of identifying trends is in question due to the variance of the three instruments. The table below was used to identify comparable areas of stakeholder satisfaction.

(See High Satisfaction table in Stakeholder Feedback Data Document)

The following inferences have been made based on a review of the results of three school improvement survey administrations. WPS stakeholders have maintained their satisfaction with the purpose and direction of the district and having three groups rate it high in 2015 could suggest increased satisfaction. There is some consistency in stakeholder satisfaction with the curriculum providing equitable and challenging learning experiences and some satisfaction development with curriculum, instruction and assessment adjusted in response to multiple data. Other emerging areas of satisfaction include teachers engaging students and school leaders monitoring instructional practices. Satisfaction remains consistent in the area of resources and support systems connected to staffing, facilities, and technology. Using results for continuous improvement is also an emerging satisfaction. Three groups indicated that the school engages in a continuous process to determine improvement in student learning, including readiness for and success at the next level.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Other stakeholder feedback sources include our recent reVISION community engagement meeting and stakeholder feedback gathered at our self-assessment activity. Both of these activities took place in the fall of 2015. The voices at the reVISION meeting concur that WPS school leadership implements a continuous improvement process. Their input specifically stated that school leaders are committed to excellence and forward thinking, a willingness to explore ideas leading toward improving our curriculum and looking at real data to analyze job opportunities. This community forum applauded our offerings of challenging, dual enrollment courses as well as involving businesses to help prepare students for success beyond high school. Our teaching staff was described as engaged, proactive, with a willingness to listen to community business, having excellent student/teacher relationships, and a desire to see students thrive. Disrespect and/or teasing, language

SY 2015-2016

that came up frequently in the 2009-10 survey, was not even mentioned in the reVISION or the self-assessment activity. Excellent facilities were stated as a strength of our district as well as our effective use of technology for teaching and learning.

Documentation from our self-assessment activity indicated that stakeholders indicated that our 5-year plan and the visibility of our mission statement was outward evidence of our focused, continuous improvement process. The varied, leveled, and extended course offerings at the secondary level were identified as evidence of our equitable and challenging learning experiences. The gathered input further stated that ongoing curriculum review has led to increased consistency in the district as well as new curriculum adoptions to improve student achievement. The newly adopted 80/20 grading procedure (80% of the grade based on summative assessments, 20% on formative) was identified as an effective strategy to help combat the phenomenon of giving students permission to forget. School leaders providing opportunities for teachers to shadow other teachers inside and outside of the district was listed as a positive way to improve targeted instructional practices.

The self-assessment input also supported the results of the AdvancED survey regarding the satisfaction of available resources and support systems. The documented input indicated that current certificated and support staff manage multiple duties and preps well, have good communication, value each other and have the supplies and classroom resources needed to be successful. Their comments also supported that available technology is being utilized at all levels, the network is reliable and fast and tech support personnel are outstanding. The stakeholders also identified practices that are in place that facilitate the schools engagement in a continuous improvement process. Early dismissal days provide dedicated PLC time to analyze data to see what needs to be addressed. Student data is housed in Viewpoint to allow staff easy access to multiple sets of data for analysis purposes and the development of PLC SMART goals. Buildings post or disseminate student performance growth charts as an incentive and build in rewards/celebrations for students giving their best effort on assessments.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

A simple compilation of the average score by standard and survey group (2015-16 survey) revealed that overall, our stakeholders think the district is doing the least well at meeting the indicators in Standard 3-Teaching and Assessing for Learning. Ranking slightly above Standard 3 are Standard 5-Using Results for Continuous Improvement and Standard 2-Governance and Leadership. All student groups rated our district low in Standard 5 with two of those groups rating Standard 5 the lowest. Early elementary students and both groups of staff (support & certificated) rated Standard 3 the lowest while parents and MS/HS students rated Standard 2 the lowest. (See Standard ranked and Average Score tables in Stakeholder Feedback Data Document)

Looking at all of the response results, the indicator that most frequently received low ratings, amongst all five stakeholder groups, was 3.8-the school engages families in meaningful ways in their children's education and keeps them informed of the children's learning progress. The second most frequent low rated indicator was 2.3-the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The qualities measured by our locally designed survey in 2009-10, staff survey in 2010-11, and the AdvancED survey in 2015-16, are not clearly aligned. Validity of identifying trends is in question due to the variance of the three instruments. The table below was used to identify comparable areas of lower stakeholder satisfaction. (See Low satisfaction table in Stakeholder Feedback Data Document)

The following inferences have been made based on a review of the results of three school improvement survey administrations. Some WPS stakeholders have a lower satisfaction rating in the area of effective administration. High School discipline plan, principal/parent communication and fair rules were a concern in 2009. Secondary students rated effective administration low in 2015. reVISION and self-assessment feed back did not provide any response input that would substantiate this rating. There is some consistency in lower stakeholder satisfaction regarding teachers engaging and/or encouraging students to ensure achievement. Interestingly, secondary students rated this indicator low while teachers rated this indicator high during the same 2015 survey administration. A consistent pattern of lower satisfaction is apparent concerning mentoring or coaching programs to support instructional improvement. This low rating shows up across all three of the stakeholder surveys reviewed. Another consistent pattern of lower satisfaction occurs in the area of engaging families in meaningful ways. This area is also rated low across all three stakeholder surveys.

Indicator 4.7-the school provides services that support the counseling, assessment, referral, educational, and career-planning needs of all students was not measured in the stakeholder surveys administered. There is no satisfaction/dissatisfaction rating calculated. Both our reVISION community engagement meeting and self-assessment feedback activity expressed low satisfaction with the secondary counseling program. Language from the reVISION feedback includes: weak guidance counseling (one-on-one), counselor not educated on local NE industry. Language from the self-assessment feedback includes: additional help for guidance needed, not enough time for students to get help for schedule planning, students would like more guidance with scholarships and college planning, students and parents express concern with lack of class scheduling help, students and parents would like more information about ACT prep and college counseling.

Another concern that came up in the self-assessment activity was whether we are doing enough for our high ability learners. We do provide opportunities on an individual basis; but we do not have a structured program for identified students.

What are the implications for these stakeholder perceptions?

Implication #1: Mentoring/coaching

Create an educator team to define what mentoring/coaching should look like at Wahoo Public Schools.

For consideration:

Create a New Teacher Manual with a checklist of items our district identifies as necessary for all of our teaching staff to be knowledgeable of and capable of doing with the expectation that they work with their mentor teacher and their building principal.

Formalize opportunities for teachers, needing assistance on an identified instructional strategy, to shadow a teacher that has mastered that strategy. Formalize opportunities for master teachers to coach new hires.

Utilize the New Teacher Manual for training staff hired mid-year.

Create New Hire Para-Educator Manuals with a checklist of items our district identifies as necessary for all of our para-educators to be knowledgeable of and capable of doing with the expectation that they work with a mentor para-educator and their building principal.

Implication #2: Parental Involvement

Create a stakeholder group specifically designed to define what 'engaging families in meaningful ways' means in Wahoo, NE and develop an action plan to improve family engagement.

Implication #3: Counseling

The counseling program needs to change and evolve to meet the needs of the student/family clients.

Implication #4: Change in HAL Program

The HAL program needs to be revised to create a sequence of HAL opportunities and to meet the needs of the student/family clients.

Implication #5: Teacher Engagement

Continue to utilize the teacher appraisal process with emphasis on Design Question 5-What will I do to engage students

Implication #6: Communication

Leadership establish a communication procedure regarding board policy action, board meeting schedule and administrative team agendas

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

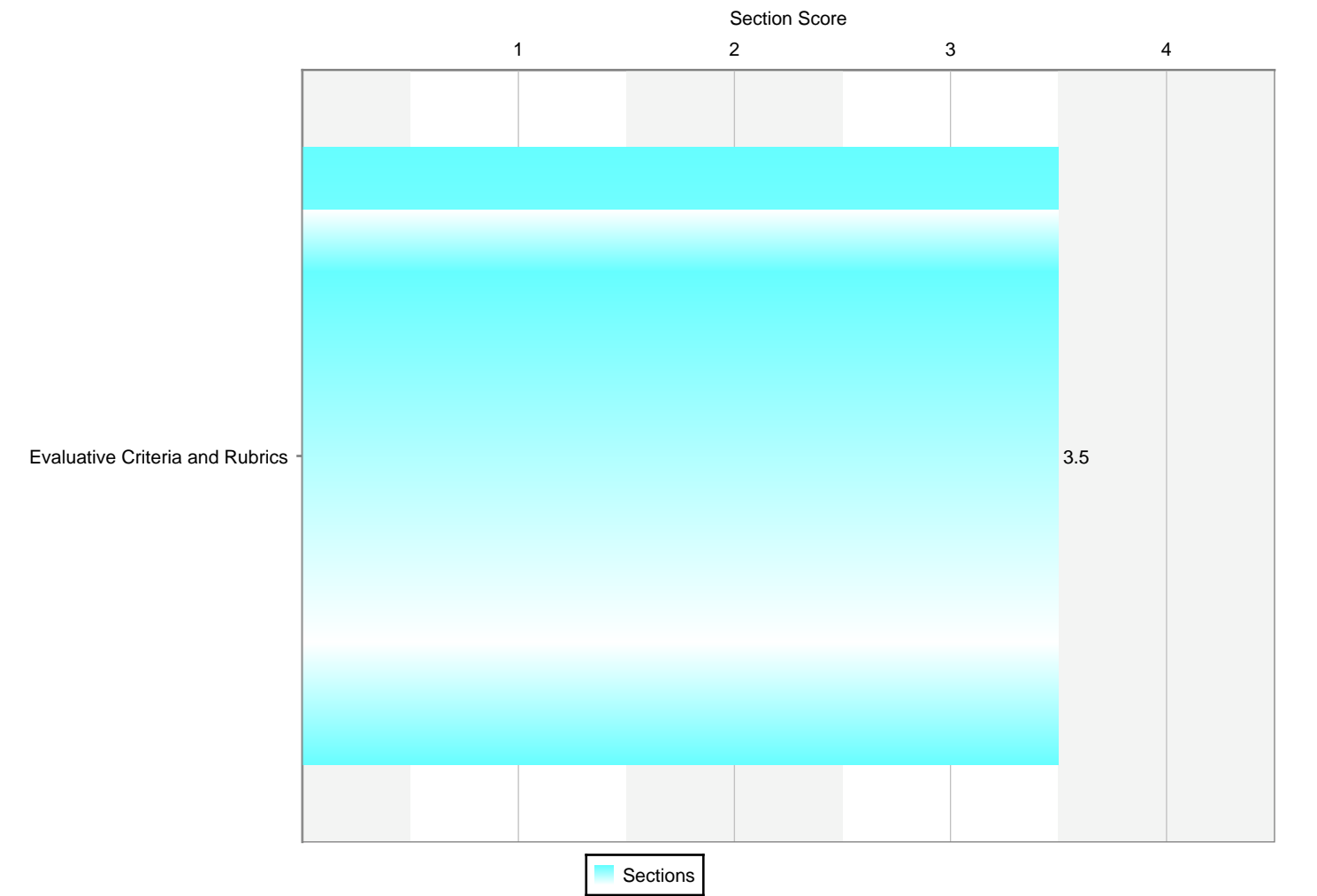
As stated earlier, the other stakeholder feedback sources include our recent reVISION community engagement meeting and stakeholder feedback gathered at our self-assessment activity. Both of these activities took place in the fall of 2015. The only hint of dissatisfaction with effective administration in the self-assessment input activity was asking for better communication regarding policies, to those the policies

affect, better communication of when board meetings are held and communicating the administrative meeting agenda. Regarding engagement in the classroom, the reVISION input stated that not all teachers are motivated to teach, and some teachers may allow too much electronics to assist their students. More specifically related to the Career and Tech Education classroom the reVISION activity suggested that teachers may not be, exposing their students to what career options are available related to their subject, connecting students with businesses to learn about professions, nor offering businesses the opportunity to come into the classroom. Better communication between schools, classrooms, and businesses was strongly suggested.

Engaging families was addressed in the documentation from our self-assessment activity. That group recommended that we host PowerSchool training for parents and teachers regarding its use for home/school communication. This group also stated that parents need resources to help their child with homework and posed the question of how to reach families without access to technology.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	WPS excelled at providing data for teacher teams to review and analyze. The missing element was relevancy to classroom teachers. We chose to implement Doug Reeves LLC training. District procedures related to data were revised. We invested in a student data management system. Teachers and administrators have access to data at grade, classroom and student levels. We need to broaden our data analysis to include sub groups. The SpEd improvement goal structure will be embedded in our improvement process. WPS welcomes suggestions from the external team to analyze our data through a district lens.	StudentPerformanceDataDocumentWithCharts_editSubGroupTrendData_Charts1315

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Building level NeSA performance data from 2011 to 2015 was used in this trend analysis.

The proficiency goal in reading, writing, math and science is 90%. That goal was met or surpassed at the elementary and high school building level in 2014 and in 2015.

In 2014 we met or surpassed the goal in high school reading and science.

In 2015 we met or surpassed the goal in elementary math and high school science.

Describe the area(s) that show a positive trend in performance.

Building level NeSA performance data from 2011 to 2015 was used in this trend analysis.

Results reveal positive performance trends in reading at all three building levels, writing at all three building levels, math at all three building levels, and science at both secondary buildings.

Which area(s) indicate the overall highest performance?

Building level NeSA performance data from 2011 to 2015 was used in this trend analysis.

Results reveal the overall highest performance in elementary reading and math, middle school reading, and high school reading and science. These areas maintained a building level proficiency percentage of 80% to 94% in 2013, 2014 and 2015.

Which subgroup(s) show a trend toward increasing performance?

Grade level NeSA reading and math performance data from 2011 to 2015 was used in this trend analysis. Wahoo Public Schools has two subgroups with sufficient numbers to analyze with any validity, Free and Reduced Lunch (FRL) and Special Education (SpEd). There are areas where our data is masked due to having groups with numbers less than 10. In most instances the performance trend line of both subgroups mirrors the performance trend line of the all student group.

At the elementary, FRL and SpEd show increasing performance trends in reading and math with the exception of reading-gr4 and math-gr5. In the middle grades, FRL shows an increasing performance trend in reading-gr6 and math-gr6. SpEd shows an increasing performance trend line in math-gr7. SpEd data is masked in gr8.

At the high school, FRL shows a modest increasing performance in math-gr11. SpEd data is masked in gr11.

Between which subgroups is the achievement gap closing?

Grade level NeSA reading and math performance data from 2011 to 2015 was used in this trend analysis. Statements are based on comparing the performance of FRL and SpED subgroups to the all student group. In most instances the performance trend line of both subgroups mirrors the performance trend line of the all student group. SpEd data is masked in gr8 and gr11.

The achievement gap between FRL, SpED and the all student group is narrowest at grade 3. There is a slight narrowing between FRL and the all student group in math-gr6.

Which of the above reported findings are consistent with findings from other data sources?

NWEA-MAP composite scores gleaned from the State of the Schools Report support the NeSA data findings of positive trends in performance in elementary and middle school reading and math. We need further support from our student data management vendor, viewpoint, to extract meaningful NWEA-MAP subgroup data.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Building level NeSA performance data from 2011 to 2015 was used in this trend analysis.

The proficiency goal in reading, writing, math and science is 90%. The areas that remained under 80% proficient fell below the expected areas of performance. Those areas include writing at all three levels, science at the elementary level and math at the high school level

Describe the area(s) that show a negative trend in performance.

Building level NeSA performance data from 2011 to 2015 was used in this trend analysis.

Areas that decreased in performance over the past three years include elementary science, middle school math and middle school reading.

Which area(s) indicate the overall lowest performance?

Building level NeSA performance data from 2011 to 2015 was used in this trend analysis.

Results reveal the overall lowest performance in high school math and elementary science.

Which subgroup(s) show a trend toward decreasing performance?

Grade level NeSA reading and math performance data from 2011 to 2015 was used in this trend analysis. Wahoo Public Schools has two subgroups with sufficient numbers to analyze with any validity, Free and Reduced Lunch (FRL) and Special Education (SpEd). There are areas where our data is masked due to having groups with numbers less than 10. In most instances the performance trend line of both subgroups mirrors the performance trend line of the all student group.

At the elementary the FRL subgroup shows a decreasing performance trend in reading-gr4. The SpEd subgroup shows a decreasing performance trend in math-gr5.

In the middle grades the FRL subgroup shows a decreasing performance trend in reading-gr7, gr8 and math-gr7, gr8.

The SpEd subgroup shows a decreasing performance trend in reading-gr6, gr7 and math-gr6.

At the high school the FRL subgroup shows a decreasing performance trend in reading-gr11.

Between which subgroups is the achievement gap becoming greater?

Grade level NeSA reading and math performance data from 2011 to 2015 was used in this trend analysis. Statements are based on comparing the performance of FRL and SpED subgroups to the all student group. In most instances the performance trend line of both
SY 2015-2016

subgroups mirrors the performance trend line of the all student group. SpEd data is masked in gr8 and gr11.

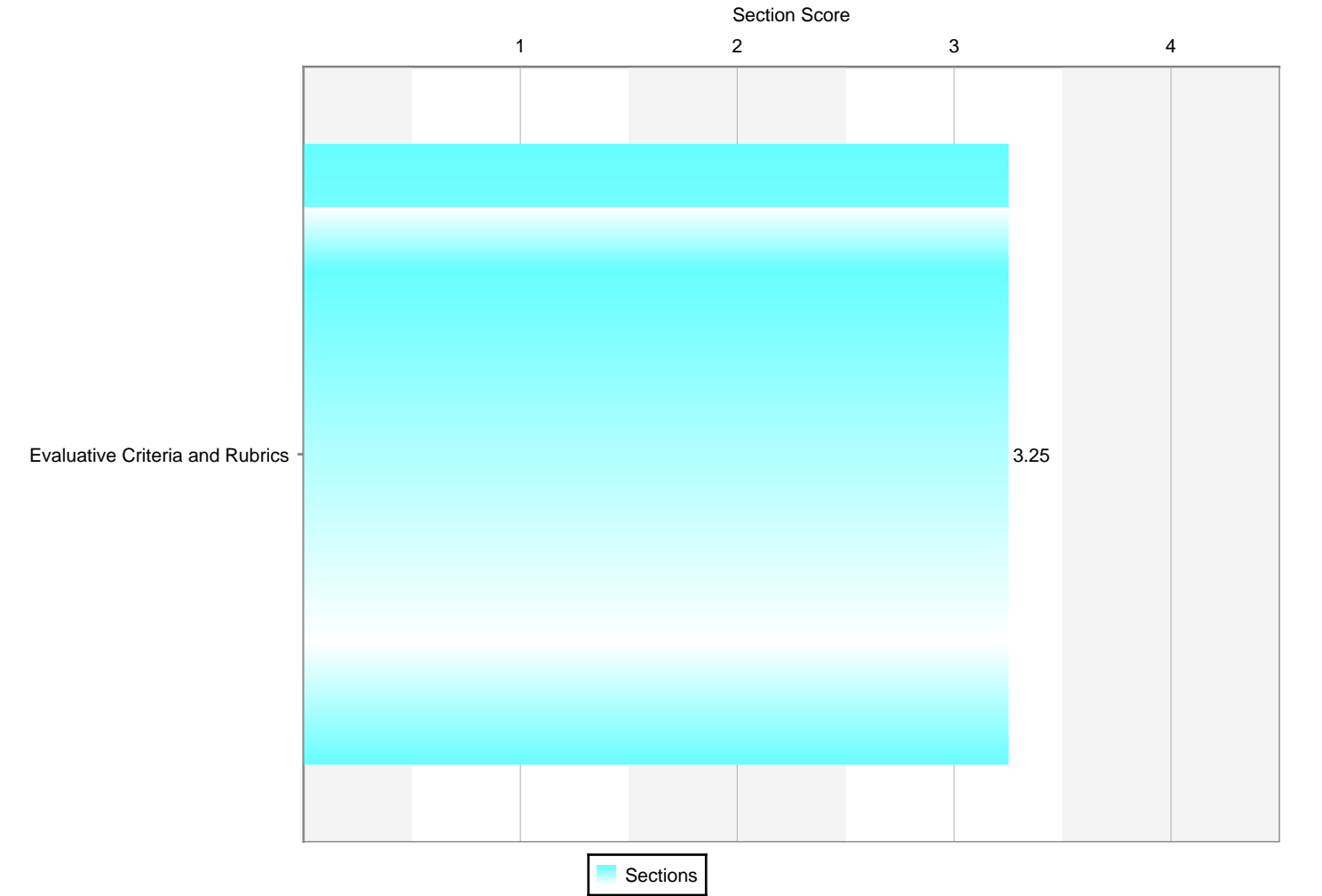
The achievement gap is the widest between the all student group and SpEd in reading-gr6. The second widest gap is between the all student group and SpEd in reading-gr7. Three other areas with wide gaps between the all student group and SpEd are math-gr5, math-gr6, and reading-gr11.

Which of the above reported findings are consistent with findings from other data sources?

NWEA-MAP composite scores gleaned from the State of the Schools Report support the NeSA data findings of the elementary FRL subgroup. NeSA scores showed a decreasing performance trend in reading-gr4, and NWEA reading-gr4 scores fell below or just met the state scores the last two years. We need further support from our student data management vendor, viewpoint, to extract meaningful NWEA-MAP subgroup data.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	We are in the process of revising our plan. We had a change in personnel in the position in charge of our plan Safety Response Protocol. Our latest SRP training for all staff is scheduled for W-Jan 27, 2016.	SafetyPlan2013Draft

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Wahoo Public Schools Continuous Improvement Plan

Overview

Plan Name

Wahoo Public Schools Continuous Improvement Plan

Plan Description

Wahoo Public Schools drafted and implemented a five-year plan in 2011-12 to drive our continuous school improvement. The plan was reviewed and approved by an expanded school improvement advisory committee. The elements of the plan were designed to support our district wide goal of 90% proficient on all NeSA assessments. Our Health Goal evolved out of district wide conversation and concern regarding the current health status of our students. The five-year plan identified a need to revisit our school mission. That was completed by representatives of all of our stakeholder groups.

Our newly developed mission is: "Inspiring Our Students to Thrive".

Our supporting belief statements are:

We are committed to equipping our students for the 21st century;

We are committed to providing opportunities for students to realize their full potential;

We are committed to creating engaged citizens;

We are committed to collaborating with the greater Wahoo community.

Our five-year plan drives our early dismissal and full day professional development opportunities and is reviewed annually for consistency of accountability to mission.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient in reading, writing, math and science.	Objectives: 4 Strategies: 10 Activities: 18	Academic	\$403501
2	All students will improve their physical fitness.	Objectives: 1 Strategies: 3 Activities: 15	Organizational	\$2900

Goal 1: All students will become proficient in reading, writing, math and science.

Measurable Objective 1:

90% of Fifth, Eighth and Eleventh grade students will demonstrate a proficiency level in Reading by 09/01/2016 as measured by NeSA-R.

(shared) Strategy 1:

Art & Science of Teaching - "The most influential component of an effective school is the individual teachers within the school". Marzano, R. (2007).

Within PLCs or study groups, all instructional staff will read Art & Science of Teaching, discuss and begin implementation of effective instructional strategies, effective classroom management strategies and effective curriculum design. The strategy will be monitored through the teacher evaluation process utilizing a teacher evaluation tool developed to support the tenets of Art & Science of Teaching.

Research Cited: Marzano, R. (2008). The Art and Science of Teaching. Alexandria, VA: ASCD

Activity - New Teacher-ASOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers participate in a book study of Art and Science of Teaching conducted by administrators or administrators in training to assure that teachers new to the district are comfortable with the common language of instruction as well as the expectations of their supervising administrators.	Professional Learning	09/01/2011	05/15/2016	\$700	State Funds	Building and/or District Administrator s or Administrator s in training.

Status	Progress Notes	Created On	Created By
In Progress	This is an ongoing professional development activity of the district. ESU2 New Teacher Academy also addresses components of ASOT.	January 26, 2016	Susan M Heine

(shared) Strategy 2:

Focused instruction - Teachers will identify 10-15 Essential Learnings in each class on which to focus instruction, document guaranteed curriculum and build formative

assessments.

Research Cited: Marzano, R. (2008). The Art and Science of Teaching. Alexandria, VA: ASCD

Activity - Identify Essential Learnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential Learnings, aligned with the state standards, will be developed for every grade level and course. For learning to be effective, clear targets in terms of information and skill must be established.	Professional Learning	09/01/2011	09/15/2016	\$35000	State Funds	All certificated staff, Building Principals and Director of Learning.

Status	Progress Notes	Created On	Created By
In Progress	Summer professional development days are scheduled at the end of each school year to review essential learnings, alignment with state standards, formative assessments and instructional resources needed.	January 26, 2016	Susan M Heine

Activity - Document Guaranteed Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential Learnings for all grades, content areas and courses will be entered into a web-based curriculum tool.	Professional Learning	09/01/2011	05/15/2016	\$9500	General Fund	Director of Learning and certificated staff.

Status	Progress Notes	Created On	Created By
In Progress	Tool: BYOC. Completion benchmarks: All units entered for one course and 2 units completed by end of 1st semester 2015-16. One course completed (minimum) by end of 2nd semester 2015-16.	January 26, 2016	Susan M Heine

Strategy 3:

Evaluation of Core Reading Program - ESU2 professional developers were utilized to facilitate an evaluation of our core reading program. Through our evaluation, it was revealed that not all elementary teachers were implementing Literacy By Design to fidelity. It was determined by the leadership team that all teachers in grades K-5 would teach the reading program, LBD, with fidelity. The elementary ELL teacher would utilize the elementary companion product, On our Way to English, as classroom support in reading. When taught to fidelity, the results of the guaranteed curriculum can be evaluated for effectiveness and changes in the curriculum can be made if warranted.

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Research Cited: Marzano's research regarding effective schools indicates that a well-articulated curriculum is one element that can make a substantial difference in the achievement of students.

Activity - Monitor fidelity of LBD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary principal will meet with elementary PLCs regarding the directive to teach LBD to fidelity. The elementary principal will conduct walk-through observations to assure LBD is being taught to fidelity. In addition, OWE will be monitored for fidelity when utilized by an ELL teacher.	Direct Instruction	09/01/2013	05/15/2014	\$0	No Funding Required	Elementary K-5 teachers and elementary principal. ELL teacher and Director of Learning.

Status	Progress Notes	Created On	Created By
Completed	Monitoring OWE has not occurred due to frequent turn over of ELL teachers.	January 26, 2016	Susan M Heine

Activity - Field test phonics supplement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers from each grade level K-3 will field test Saxon Phonics & Spelling as a supplement to LBD core reading program.	Direct Instruction	08/12/2015	05/18/2016	\$8846	General Fund	Two teachers at each grade level K-3, Elementary Principal, Director of Learning

Measurable Objective 2:

90% of Fourth, Eighth and Eleventh grade students will demonstrate a proficiency level in Writing by 09/01/2016 as measured by NeSA-W.

(shared) Strategy 1:

Art & Science of Teaching - "The most influential component of an effective school is the individual teachers within the school". Marzano, R. (2007).

Within PLCs or study groups, all instructional staff will read Art & Science of Teaching, discuss and begin implementation of effective instructional strategies, effective

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classroom management strategies and effective curriculum design. The strategy will be monitored through the teacher evaluation process utilizing a teacher evaluation tool developed to support the tenets of Art & Science of Teaching.

Research Cited: Marzano, R. (2008). The Art and Science of Teaching. Alexandria, VA: ASCD

Activity - New Teacher-ASOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers participate in a book study of Art and Science of Teaching conducted by administrators or administrators in training to assure that teachers new to the district are comfortable with the common language of instruction as well as the expectations of their supervising administrators.	Professional Learning	09/01/2011	05/15/2016	\$700	State Funds	Building and/or District Administrator s or Administrator s in training.

Status	Progress Notes	Created On	Created By
In Progress	This is an ongoing professional development activity of the district. ESU2 New Teacher Academy also addresses components of ASOT.	January 26, 2016	Susan M Heine

(shared) Strategy 2:

Focused instruction - Teachers will identify 10-15 Essential Learnings in each class on which to focus instruction, document guaranteed curriculum and build formative assessments.

Research Cited: Marzano, R. (2008). The Art and Science of Teaching. Alexandria, VA: ASCD

Activity - Identify Essential Learnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential Learnings, aligned with the state standards, will be developed for every grade level and course. For learning to be effective, clear targets in terms of information and skill must be established.	Professional Learning	09/01/2011	09/15/2016	\$35000	State Funds	All certificated staff, Building Principals and Director of Learning.

Status	Progress Notes	Created On	Created By
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In Progress	Summer professional development days are scheduled at the end of each school year to review essential learnings, alignment with state standards, formative assessments and instructional resources needed.	January 26, 2016	Susan M Heine
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Activity - Document Guaranteed Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential Learnings for all grades, content areas and courses will be entered into a web-based curriculum tool.	Professional Learning	09/01/2011	05/15/2016	\$9500	General Fund	Director of Learning and certificated staff.

Status	Progress Notes	Created On	Created By
In Progress	Tool: BYOC. Completion benchmarks: All units entered for one course and 2 units completed by end of 1st semester 2015-16. One course completed (minimum) by end of 2nd semester 2015-16.	January 26, 2016	Susan M Heine

Strategy 3:

Align writing instruction - Student performance in writing in grades K-6 had not improved over the previous five years. Grade 4 writing performance had teetered at 53-56% of our students meeting the minimum standard established by the State of NE. Writing curriculum materials were selected. Purchase of instructional materials aligned to the state standards was the first step toward improving student performance. The 2nd step was to utilize professional development specialists to provide the support the classroom teachers needed for successful implementation of the instructional materials. Write Source and Write Traits development specialists were contracted to provide this support to help ensure that the program delivery provided optimal student results. The 3rd step was to develop a K-12 writing scope and sequence to guide district wide instruction in writing.

Research Cited: Marzano. A well articulated curriculum is a clear element of an effective school.

Activity - Participate in regional writing scoring training.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers implement student writing that is grade and mode specific and participate in regional analytical scoring to determine current proficiency measure of those writings. Teachers analyze the results which provide implications for classroom instruction and practice in preparation for NeSA-W.	Professional Learning	01/01/2013	01/01/2016	\$500	Other	Teachers of writing in grades 3-11.

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Status	Progress Notes	Created On	Created By
In Progress	This is an annual training opportunity for teachers of writing.	January 26, 2016	Susan M Heine

Activity - Selection of instructional materials aligned to standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sample instructional materials were reviewed and selected based on alignment to state standards, ease in use and common language with grades 6-8 instructional materials. Implementation training took place prior to the start of the 14-15 school year.	Other - Selection & implementation	01/01/2014	08/28/2014	\$13754	General Fund	Elementary K-5 teachers, Elementary Principal and Director of Learning

Activity - Develop writing scope & sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of writing in grades K-12 developed and documented a K-12 writing scope and sequence for the district.	Other - Curriculum	05/27/2014	05/28/2014	\$3750	State Funds	Teachers of writing in grades K-12, Director of Learning.

Measurable Objective 3:

90% of Fifth, Eighth and Eleventh grade students will demonstrate a proficiency level in Mathematics by 09/01/2016 as measured by NeSA-M.

(shared) Strategy 1:

Art & Science of Teaching - "The most influential component of an effective school is the individual teachers within the school". Marzano, R. (2007).

Within PLCs or study groups, all instructional staff will read Art & Science of Teaching, discuss and begin implementation of effective instructional strategies, effective classroom management strategies and effective curriculum design. The strategy will be monitored through the teacher evaluation process utilizing a teacher evaluation tool developed to support the tenets of Art & Science of Teaching.

Research Cited: Marzano, R. (2008). The Art and Science of Teaching. Alexandria, VA: ASCD

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Activity - New Teacher-ASOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers participate in a book study of Art and Science of Teaching conducted by administrators or administrators in training to assure that teachers new to the district are comfortable with the common language of instruction as well as the expectations of their supervising administrators.	Professional Learning	09/01/2011	05/15/2016	\$700	State Funds	Building and/or District Administrator s or Administrator s in training.

Status	Progress Notes	Created On	Created By
In Progress	This is an ongoing professional development activity of the district. ESU2 New Teacher Academy also addresses components of ASOT.	January 26, 2016	Susan M Heine

(shared) Strategy 2:

Focused instruction - Teachers will identify 10-15 Essential Learnings in each class on which to focus instruction, document guaranteed curriculum and build formative assessments.

Research Cited: Marzano, R. (2008). The Art and Science of Teaching. Alexandria, VA: ASCD

Activity - Identify Essential Learnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential Learnings, aligned with the state standards, will be developed for every grade level and course. For learning to be effective, clear targets in terms of information and skill must be established.	Professional Learning	09/01/2011	09/15/2016	\$35000	State Funds	All certificated staff, Building Principals and Director of Learning.

Status	Progress Notes	Created On	Created By
In Progress	Summer professional development days are scheduled at the end of each school year to review essential learnings, alignment with state standards, formative assessments and instructional resources needed.	January 26, 2016	Susan M Heine

Activity - Document Guaranteed Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Essential Learnings for all grades, content areas and courses will be entered into a web-based curriculum tool.	Professional Learning	09/01/2011	05/15/2016	\$9500	General Fund	Director of Learning and certificated staff.
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Status	Progress Notes	Created On	Created By
In Progress	Tool: BYOC. Completion benchmarks: All units entered for one course and 2 units completed by end of 1st semester 2015-16. One course completed (minimum) by end of 2nd semester 2015-16.	January 26, 2016	Susan M Heine

Strategy 3:

Update math instructional materials to align with new math standards - Sample instructional materials will be reviewed and selected based on alignment to state standards, and ease of use. Building levels will field test sample materials or pilot materials prior to selection.

Building levels will consider common language of K-12 materials in their selection process. Technology compatibility will be a consideration in secondary materials selection. Spiraling of math concepts will be a consideration in materials selection. Professional development specialists will be contracted for the elementary grades to ensure successful implementation.

Research Cited: Research cited: Marzano. A well articulated curriculum is a clear element of an effective school.

Activity - Math materials adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary: SAXON math. Middle School: Big Ideas Math; High School: Larson Math	Other - Curriculum	08/01/2012	05/15/2013	\$71585	General Fund	All teachers of math in grades K-12, Director of Learning

Activity - Technology based math support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Middle grades math instructors reviewed then employed the use of Accelerated Math technology to supplement math instruction and practice. Initial implementation was at grade 6 as an alternative means of remediation and more immediate and effective scoring data on student mathematical progress. Students were also afforded the opportunity to work at an excelled level in math. The following year, grades 7 and 8 implemented accelerated math and the high school math instructors implemented it to a lesser degree to gauge how it could bolster student success at their instructional level.	Technology	02/15/2012	05/18/2016	\$19710	General Fund	Middle grades math instructors, Middle School Principal, High School math instructors, High School Principal, Director of Learning
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Status	Progress Notes	Created On	Created By
In Progress	In 2015-16 high school math instructors have implemented Accelerated Math as a tool to support math skills assessed on the NeSA-M(11). Geometry performance was slightly below the other math standard categories. Accelerated Math is utilized to maintain proficiency of geometry concepts while students are enrolled in other higher level math courses.	January 29, 2016	Susan M Heine

Strategy 4:

Instructional options - Students will be given more time to master math content standards.

Research Cited: Professional journals, math educators and blogs touted extended time as an effective strategy for some students to master math concepts.

Activity - Algebra I double block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on their performance on Algebra concepts in the middle grades, students were placed in a double block Algebra I class in their 9th grade year. More time was spent on the Algebra concepts and more individual instruction could occur.	Direct Instruction	08/01/2012	05/15/2014	\$0	General Fund	Middle and high school teachers of math, and building principals.

Status	Progress Notes	Created On	Created By
Completed	This strategy was dropped after a couple of years when it was determined that students were not being afforded the opportunity to be prepared for the NeSA-M(11). State math and administrative colleagues determined the strategy to be detrimental in their pursuit of college and career readiness. The strategy was altered.	February 02, 2016	Susan M Heine

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Activity - Math Topics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on their performance on Algebra I concepts and NeSA-M, students are placed in a math topics course that covers algebra, geometry, probability & statistics, and algebra II concepts. The course focuses on NeSA math priority standards and prepares students to take Algebra II.	Direct Instruction	08/01/2014	05/20/2016	\$0	General Fund	Middle and high school teachers of math and their building principals.

Activity - MS double math period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students have two periods a day for math instruction. One math period focuses on math concepts, taught in a traditional manner via the text book. The other math period focuses on math application. Math application often utilizes accelerated math to tailor the learning to the individual learner. Math applications at the 8th grade level employs project based learning. An additional math teacher was hired to implement the double math period.	Direct Instruction	08/01/2013	05/18/2016	\$150000	General Fund	Middle grades math teachers, Middle School Principal, Director of Learning

Strategy 5:

Student engagement-Math - Removing the mindset of students that learning is cram, get graded, forget the material, in that habitual sequence, takes a focused effort on the part of dedicated educators. Classroom teachers need to engage students in a manner that helps learners understand the value of learning, not just memorizing for the unit quiz or test. The pilot strategy scheduled LtoJ quizzes throughout the course that quizzed students over teacher selected, essential concepts, that would be taught throughout the year. Class results were charted and students saw how they contributed to the success of the class, encouraging collaboration in their learning. In addition, students got a constant preview and review of the year's materials.

Research Cited: Research contained in Lee Jenkins, Permission to Forget

Activity - LtoJ pilot, Algebra II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At the beginning of the year, the Algebra II teacher determines essential concepts that will be taught throughout the year. Scheduled quizzes pick concepts at random to assess. Results are charted by class and students can see how they contribute to the overall success of the class over time. Students get a constant preview and review of the year's materials.	Other - Student engagement	08/01/2013	05/20/2015	\$0	No Funding Required	HS Math Instructors, HS Principal, Director of Learning
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Status	Progress Notes	Created On	Created By
In Progress	Some staff have been trained in LtoJ. the leadership team needs to determine if Lto J is a district priority and if it is we need to provide professional development for all staff.	February 02, 2016	Susan M Heine
In Progress	The Algebra I LtoJ pilot was dropped due to a change in the math curriculum sequence that increased the rigor. The developed assessments were no longer aligned to the content taught in Algebra I. Development of LtoJ assessments for Algebra II are in progress. Accelerated Math is currently being used in Alg II to prepare for NeSA-M(11).	February 02, 2016	Susan M Heine

Measurable Objective 4:

90% of Fifth, Eighth and Eleventh grade students will demonstrate a proficiency level in Science by 09/01/2016 as measured by NeSA-S.

(shared) Strategy 1:

Art & Science of Teaching - "The most influential component of an effective school is the individual teachers within the school". Marzano, R. (2007).

Within PLCs or study groups, all instructional staff will read Art & Science of Teaching, discuss and begin implementation of effective instructional strategies, effective classroom management strategies and effective curriculum design. The strategy will be monitored through the teacher evaluation process utilizing a teacher evaluation tool developed to support the tenets of Art & Science of Teaching.

Research Cited: Marzano, R. (2008). The Art and Science of Teaching. Alexandria, VA: ASCD

Activity - New Teacher-ASOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers participate in a book study of Art and Science of Teaching conducted by administrators or administrators in training to assure that teachers new to the district are comfortable with the common language of instruction as well as the expectations of their supervising administrators.	Professional Learning	09/01/2011	05/15/2016	\$700	State Funds	Building and/or District Administrator s or Administrator s in training.

Status	Progress Notes	Created On	Created By
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In Progress	This is an ongoing professional development activity of the district. ESU2 New Teacher Academy also addresses components of ASOT.	January 26, 2016	Susan M Heine
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(shared) Strategy 2:

Focused instruction - Teachers will identify 10-15 Essential Learnings in each class on which to focus instruction, document guaranteed curriculum and build formative assessments.

Research Cited: Marzano, R. (2008). The Art and Science of Teaching. Alexandria, VA: ASCD

Activity - Identify Essential Learnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential Learnings, aligned with the state standards, will be developed for every grade level and course. For learning to be effective, clear targets in terms of information and skill must be established.	Professional Learning	09/01/2011	09/15/2016	\$35000	State Funds	All certificated staff, Building Principals and Director of Learning.

Status	Progress Notes	Created On	Created By
In Progress	Summer professional development days are scheduled at the end of each school year to review essential learnings, alignment with state standards, formative assessments and instructional resources needed.	January 26, 2016	Susan M Heine

Activity - Document Guaranteed Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential Learnings for all grades, content areas and courses will be entered into a web-based curriculum tool.	Professional Learning	09/01/2011	05/15/2016	\$9500	General Fund	Director of Learning and certificated staff.

Status	Progress Notes	Created On	Created By
In Progress	Tool: BYOC. Completion benchmarks: All units entered for one course and 2 units completed by end of 1st semester 2015-16. One course completed (minimum) by end of 2nd semester 2015-16.	January 26, 2016	Susan M Heine

Strategy 3:

Update science instructional materials to align with new science standards - Sample instructional materials will be reviewed and selected based on alignment to state SY 2015-2016

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standards, and ease of use. Building levels will field test sample materials or pilot materials prior to selection. Building levels will consider common language of K-12 materials in their selection process as well as articulation to post secondary course work. Technology compatibility will be a consideration in secondary materials selection. Professional development specialists will be contracted for the elementary grades to ensure successful implementation.

Research Cited: Marzano. A well-articulated curriculum is a clear element of an effective school.

Activity - Science materials adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary: Science Fusion. Middle School: Science Fusion. High School: Science Spectrum, Biology-Miller&Levine, Modern Chemistry, Chemistry Concepts & Applications, Human Anatomy& Physiology-Marieb	Other - Curriculum	08/01/2011	08/12/2015	\$87566	General Fund	All teachers of Science grades K-12, all building Principals, Director of Learning

Strategy 4:

Instructional options-Science - Students will be placed in a smaller group setting to master science content standards.

Research Cited: Professional journals, science educators and blogs touted smaller group settings as an effective strategy for some students to master science concepts.

Activity - Chemistry Essentials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at risk of failure in the regular chemistry classroom were placed in a smaller class setting, using instructional materials based on application of chemistry essentials in order to master the basics of chemistry.	Direct Instruction	08/01/2014	05/18/2016	\$1216	General Fund	High school science instructor, high school principal, curriculum director

Strategy 5:

Student engagement-Science - Removing the mindset of students that learning is cram, get graded, forget the material, in that habitual sequence, takes a focused effort on the part of dedicated educators. Classroom teachers need to engage students on a daily basis in a manner that helps learners understand the value of

SY 2015-2016

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learning, not just memorizing for the test and/or the grade. The pilot strategy added questions over previously taught material to the end of each quiz, taking away their permission to forget those previously taught concepts.

Research Cited: Research contained in Lee Jenkins, Permission to Forget

Activity - LeeJenkins 25/75	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher determines essential concepts at the beginning of the year that will be taught throughout the year. 75% of scheduled quizzes cover current instructional material and 25% of the quiz covers random concepts previously taught. Students can see how well they have learned the content taught rather than simply memorizing the content.	Other - Student engagement	08/01/2014	05/18/2016	\$0	No Funding Required	High School science instructors, High School Principal, Director of Learning

Activity - Common Science Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing C4L, the science teachers developed an assessment covering the main essential learnings for science in grades 9-11. The assessment is administered in the fall and the spring to all students in grades 9-11. Students get a twice a year review and preview of the main concepts they are expected to master in their high school science coursework and are able to chart their progress toward mastery.	Other - Student engagement	08/01/2013	05/18/2016	\$1374	General Fund	Science PLC, high school principal, curriculum director

Goal 2: All students will improve their physical fitness.

Status	Progress Notes	Created On	Created By
N/A	Finding a measurable objective related to physical fitness has been a challenge. Body mass index is measurable and progress can be charted; however selecting students to participate in strategies to improve their BMI is delicate. This goal is still in the formation stage but we have implemented many activities throughout the district that model the importance of being fit.	February 02, 2016	Susan M Heine

Measurable Objective 1:

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collaborate to improve physical fitness by 05/01/2020 as measured by self assessment and/or body fat measure.

Status	Progress Notes	Created On	Created By
N/A	We need to determine a valid measure for this objective.	February 02, 2016	Susan M Heine

Strategy 1:

Staff wellness - Staff will be afforded opportunities to model the value of improving physical health.

Research Cited: Professional journals of education and health.

Activity - Alliance for a Healthier Generation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district engaged in a partnership with Alliance for a Healthier Generation to review our health and wellness policy and school wide health related procedures. This partnership resulted in an updated wellness policy, and removal of snacks from our vending machines that did not meet healthy guidelines. Our sustainability check was conducted in 2011.	Policy and Process	10/01/2008	05/01/2011	\$0	No Funding Required	Superintendent, health & wellness committee members, school nurse, school counselor, food service director, student representation

Status	Progress Notes	Created On	Created By
Completed		February 01, 2016	Susan M Heine

Activity - Annual staff EHA involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff are challenged by our EHA to sign up and participate in a daily practice health and wellness activity. The challenge activity addresses a different area of health and wellness each challenge period. Participants are sent daily reminders of how they can implement the area of health being addressed and to chart their progress. Communication is done via email and the charting is done online.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	No Funding Required	Health & wellness committee, school nurse and all staff that choose to sign up and participate.
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Status	Progress Notes	Created On	Created By
In Progress		February 01, 2016	Susan M Heine

Activity - Personal Health assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Wellness Personal Health Assessment is offered to all staff through our EHA. This is an annual opportunity to measure modifiable health risk factors.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	No Funding Required	Health & wellness committee, school nurse and all staff that choose to sign up and participate.

Status	Progress Notes	Created On	Created By
In Progress		February 01, 2016	Susan M Heine

Activity - Biggest Loser competition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff that chose to participate started with a weigh-in session and a small monetary donation to fund the winners prize. Weight loss was encouraged through healthy daily diet and physical exercise. Weigh-ins took place at designated checkpoints and all participants charted their progress. The winner of the competition took home the monetary donation prize.	Other - Health & wellness support	10/01/2014	05/01/2015	\$0	No Funding Required	School nurse and all staff that chose to sign up and participate.

Status	Progress Notes	Created On	Created By
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Completed		February 01, 2016	Susan M Heine
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Activity - Walking Club/Weight Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff participate in onsite early morning walking club, weight room workouts, and other group exercise activities before and/or after school.	Other - Health & wellness support	08/01/2011	05/20/2020	\$0	No Funding Required	Health & wellness committee, building principals, and all staff that choose to participate.

Status	Progress Notes	Created On	Created By
In Progress		February 01, 2016	Susan M Heine

Strategy 2:

Student wellness - Students will be afforded opportunities to improve their physical fitness.

Research Cited: Professional journals of education and health.

Activity - Whatcha Doin Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Campaign for high school students that promotes eating fruits & vegetable and being active through peer to peer tactics.	Other - Health & wellness support	08/01/2011	05/01/2014	\$0	No Funding Required	Health & wellness committee, school nurse, food service director

Status	Progress Notes	Created On	Created By
Completed		February 01, 2016	Susan M Heine

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Activity - Healthy Snacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An article with suggested healthy birthday snacks was placed in the elementary parent newsletter. These same healthy snack suggestions were presented to all staff for consideration when providing snacks for student and staff meetings.	Other - Health & wellness support	10/01/2011	05/20/2020	\$0	No Funding Required	Health & wellness committee, elementary building principal, school nurse

Status	Progress Notes	Created On	Created By
In Progress		February 01, 2016	Susan M Heine

Activity - Food Service changes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Changes made in K-12 food service creating more healthy options include: more fruits & vegetables on the main line, fruit serving was increased to a cup, whole grain enriched flour is used, fruit & vegetable bar is part of the main line, dark greens-romaine and spinach are included in the fruit/veg bar, yogurt & cottage cheese added to the food choices.	Other - Health & wellness support	08/01/2011	05/18/2016	\$0	Other	Health & wellness committee, food service director

Status	Progress Notes	Created On	Created By
Completed		February 01, 2016	Susan M Heine

Activity - Walking Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can choose to participate in a before school walking club supervised by a teacher leading the activity.	Other - Health & wellness support	08/01/2011	05/20/2020	\$0	No Funding Required	Elementary principal and teachers

Status	Progress Notes	Created On	Created By
In Progress		February 01, 2016	Susan M Heine

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Activity - Elementary Field Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary students participate in a variety of developmentally appropriate, competition friendly games outside on the football field to promote having fun while being active. Archery was recently included for grade 4-5 students. T-shirts are purchased for every student.	Other - Health & wellness support	05/01/1994	05/20/2020	\$2500	Other	Elementary PTO, elementary principal, elementary staff

Status	Progress Notes	Created On	Created By
In Progress		February 01, 2016	Susan M Heine

Activity - Water Bottles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are encouraged to have bottled water or refillable water bottles with them throughout the day to keep their brains and bodies hydrated.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	Other	Building principals and classroom teachers

Status	Progress Notes	Created On	Created By
In Progress		February 01, 2016	Susan M Heine

Activity - Grab N Go Breakfast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and High School students have the option to order a sacked grab n go breakfast to be eaten during their homeroom period.	Other - Health & wellness support	09/15/2015	05/18/2016	\$0	No Funding Required	Food service director, building principals

Status	Progress Notes	Created On	Created By
In Progress	Numbers of breakfasts served at the middle grades has more than doubled. High school is piloting.	February 02, 2016	Susan M Heine

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Activity - Fitness focus in the elementary calssrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fitness focus activities that occur in the elementary classrooms include: GoNoodle breaks, pre-test stretches, brain breaks with music and dance, four corners, cherry pickers, jumping jacks, jump rope, speed runs, 2 min dance parties, song/dance to go with unit of study, sentence karate, stand-turn-talk, rock heel-toe, breakfast & snack on NeSA testing days, knee lift with letter-spelling, work-out competitions during indoor recess, challenges at recess, gallery walks-LtoJ, take five.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	No Funding Required	Elementary teachers, elementary principal, school nurse, school counselor

Status	Progress Notes	Created On	Created By
In Progress		February 02, 2016	Susan M Heine

Activity - Fitness focus in the secondary classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fitness focused activities in the secondary classroom include: pre-test stretching, brain breaks with music or dance, rock-heel-toe, stand-turn-talk, persuasive essay topics on health issues, show choir camp yoga, stretching before choral repertoire, home room challenges, free period Fridays, hall walk break during long reading assignments, fresh fruit Fridays, promote participation in sports, push ups for rule infractions, strength & fitness-lift/cardio/competition, flexibility goal-gr 8.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	No Funding Required	Secondary teachers, secondary principal, school nurse, school counselor

Status	Progress Notes	Created On	Created By
In Progress		February 02, 2016	Susan M Heine

Strategy 3:

Align Health Curriculum - Community health professional's input was gathered regarding those health related things students should know and be able to do as they exit grade 5, grade 8 and grade 12. What we currently teach was mapped out by all disciplines teaching health related content. Using the National Health Standards and the community input as our guiding documents, our health curriculum scope and sequence was revised and documented.

Research Cited: Marzano's research regarding effective schools indicates that a well-articulated curriculum is one element that can make a substantial difference in the achievement of students.

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Activity - SPARK Kit-PE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle grades PE curriculum options were researched. SPARK, a research-based, public health program that promotes lifelong wellness through a highly active curriculum was selected. Implementation training was received and the curriculum is being taught in middle grades physical education.	Other - MS PE Curriculum	02/01/2014	05/20/2020	\$400	General Fund	Middle grades PE teacher, middle school principal and curriculum director.

Status	Progress Notes	Created On	Created By
In Progress	Looking into elementary SPARK curriculum	February 01, 2016	Susan M Heine

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Document Guaranteed Curriculum	Essential Leanings for all grades, content areas and courses will be entered into a web-based curriculum tool.	Professional Learning	09/01/2011	05/15/2016	\$9500	Director of Learning and certificated staff.
MS double math period	All middle school students have two periods a day for math instruction. One math period focuses on math concepts, taught in a traditional manner via the text book. The other math period focuses on math application. Math application often utilizes accelerated math to tailor the learning to the individual learner. Math applications at the 8th grade level employs project based learning. An additional math teacher was hired to implement the double math period.	Direct Instruction	08/01/2013	05/18/2016	\$150000	Middle grades math teachers, Middle School Principal, Director of Learning
Technology based math support	Middle grades math instructors reviewed then employed the use of Accelerated Math technology to supplement math instruction and practice. Initial implementation was at grade 6 as an alternative means of remediation and more immediate and effective scoring data on student mathematical progress. Students were also afforded the opportunity to work at an excelled level in math. The following year, grades 7 and 8 implemented accelerated math and the high school math instructors implemented it to a lesser degree to gauge how it could bolster student success at their instructional level.	Technology	02/15/2012	05/18/2016	\$19710	Middle grades math instructors, Middle School Principal, High School math instructors, High School Principal, Director of Learning
SPARK Kit-PE	Middle grades PE curriculum options were researched. SPARK, a research-based, public health program that promotes lifelong wellness through a highly active curriculum was selected. Implementation training was received and the curriculum is being taught in middle grades physical education.	Other - MS PE Curriculum	02/01/2014	05/20/2020	\$400	Middle grades PE teacher, middle school principal and curriculum director.
Algebra I double block	Based on their performance on Algebra concepts in the middle grades, students were placed in a double block Algebra I class in their 9th grade year. More time was spent on the Algebra concepts and more individual instruction could occur.	Direct Instruction	08/01/2012	05/15/2014	\$0	Middle and high school teachers of math, and building principals.

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Math Topics	Based on their performance on Algebra I concepts and NeSA-M, students are placed in a math topics course that covers algebra, geometry, probability & statistics, and algebra II concepts. The course focuses on NeSA math priority standards and prepares students to take Algebra II.	Direct Instruction	08/01/2014	05/20/2016	\$0	Middle and high school teachers of math and their building principals.
Selection of instructional materials aligned to standards	Sample instructional materials were reviewed and selected based on alignment to state standards, ease in use and common language with grades 6-8 instructional materials. Implementation training took place prior to the start of the 14-15 school year.	Other - Selection & implementation	01/01/2014	08/28/2014	\$13754	Elementary K-5 teachers, Elementary Principal and Director of Learning
Math materials adoption	Elementary: SAXON math. Middle School: Big Ideas Math; High School: Larson Math	Other - Curriculum	08/01/2012	05/15/2013	\$71585	All teachers of math in grades K-12, Director of Learning
Field test phonics supplement	Two teachers from each grade level K-3 will field test Saxon Phonics & Spelling as a supplement to LBD core reading program.	Direct Instruction	08/12/2015	05/18/2016	\$8846	Two teachers at each grade level K-3, Elementary Principal, Director of Learning
Chemistry Essentials	Students at risk of failure in the regular chemistry classroom were placed in a smaller class setting, using instructional materials based on application of chemistry essentials in order to master the basics of chemistry.	Direct Instruction	08/01/2014	05/18/2016	\$1216	High school science instructor, high school principal, curriculum director
Common Science Assessment	Utilizing C4L, the science teachers developed an assessment covering the main essential learnings for science in grades 9-11. The assessment is administered in the fall and the spring to all students in grades 9-11. Students get a twice a year review and preview of the main concepts they are expected to master in their high school science coursework and are able to chart their progress toward mastery.	Other - Student engagement	08/01/2013	05/18/2016	\$1374	Science PLC, high school principal, curriculum director
Science materials adoption	Elementary: Science Fusion. Middle School: Science Fusion. High School: Science Spectrum, Biology-Miller&Levine, Modern Chemistry, Chemistry Concepts & Applications, Human Anatomy& Physiology-Marieb	Other - Curriculum	08/01/2011	08/12/2015	\$87566	All teachers of Science grades K-12, all building Principals, Director of Learning
Total					\$363951	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Field Day	Elementary students participate in a variety of developmentally appropriate, competition friendly games outside on the football field to promote having fun while being active. Archery was recently included for grade 4-5 students. T-shirts are purchased for every student.	Other - Health & wellness support	05/01/1994	05/20/2020	\$2500	Elementary PTO, elementary principal, elementary staff
Water Bottles	Students are encouraged to have bottled water or refillable water bottles with them throughout the day to keep their brains and bodies hydrated.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	Building principals and classroom teachers
Food Service changes	Changes made in K-12 food service creating more healthy options include: more fruits & vegetables on the main line, fruit serving was increased to a cup, whole grain enriched flour is used, fruit & vegetable bar is part of the main line, dark greens-romaine and spinach are included in the fruit/veg bar, yogurt & cottage cheese added to the food choices.	Other - Health & wellness support	08/01/2011	05/18/2016	\$0	Health & wellness committee, food service director
Participate in regional writing scoring training.	Teachers implement student writing that is grade and mode specific and participate in regional analytical scoring to determine current proficiency measure of those writings. Teachers analyze the results which provide implications for classroom instruction and practice in preparation for NeSA-W.	Professional Learning	01/01/2013	01/01/2016	\$500	Teachers of writing in grades 3-11.
Total					\$3000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop writing scope & sequence	Teachers of writing in grades K-12 developed and documented a K-12 writing scope and sequence for the district.	Other - Curriculum	05/27/2014	05/28/2014	\$3750	Teachers of writing in grades K-12, Director of Learning.
New Teacher-ASOT	New teachers participate in a book study of Art and Science of Teaching conducted by administrators or administrators in training to assure that teachers new to the district are comfortable with the common language of instruction as well as the expectations of their supervising administrators.	Professional Learning	09/01/2011	05/15/2016	\$700	Building and/or District Administrator s or Administrator s in training.

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Identify Essential Learnings	Essential Learnings, aligned with the state standards, will be developed for every grade level and course. For learning to be effective, clear targets in terms of information and skill must be established.	Professional Learning	09/01/2011	09/15/2016	\$35000	All certificated staff, Building Principals and Director of Learning.
Total					\$39450	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Biggest Loser competition	Staff that chose to participate started with a weigh-in session and a small monetary donation to fund the winners prize. Weight loss was encouraged through healthy daily diet and physical exercise. Weigh-ins took place at designated checkpoints and all participants charted their progress. The winner of the competition took home the monetary donation prize.	Other - Health & wellness support	10/01/2014	05/01/2015	\$0	School nurse and all staff that chose to sign up and participate.
Alliance for a Healthier Generation	The district engaged in a partnership with Alliance for a Healthier Generation to review our health and wellness policy and school wide health related procedures. This partnership resulted in an updated wellness policy, and removal of snacks from our vending machines that did not meet healthy guidelines. Our sustainability check was conducted in 2011.	Policy and Process	10/01/2008	05/01/2011	\$0	Superintendent, health & wellness committee members, school nurse, school counselor, food service director, student representation
Fitness focus in the elementary classrooms	Fitness focus activities that occur in the elementary classrooms include: GoNoodle breaks, pre-test stretches, brain breaks with music and dance, four corners, cherry pickers, jumping jacks, jump rope, speed runs, 2 min dance parties, song/dance to go with unit of study, sentence karate, stand-turn-talk, rock heel-toe, breakfast & snack on NeSA testing days, knee lift with letter-spelling, work-out competitions during indoor recess, challenges at recess, gallery walks-LtoJ, take five.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	Elementary teachers, elementary principal, school nurse, school counselor
Personal Health assessment	The Wellness Personal Health Assessment is offered to all staff through our EHA. This is an annual opportunity to measure modifiable health risk factors.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	Health & wellness committee, school nurse and all staff that choose to sign up and participate.

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Whatcha Doin Campaign	Campaign for high school students that promotes eating fruits & vegetable and being active through peer to peer tactics.	Other - Health & wellness support	08/01/2011	05/01/2014	\$0	Health & wellness committee, school nurse, food service director
Walking Club/Weight Room	Staff participate in onsite early morning walking club, weight room workouts, and other group exercise activities before and/or after school.	Other - Health & wellness support	08/01/2011	05/20/2020	\$0	Health & wellness committee, building principals, and all staff that choose to participate.
Healthy Snacks	An article with suggested healthy birthday snacks was placed in the elementary parent newsletter. These same healthy snack suggestions were presented to all staff for consideration when providing snacks for student and staff meetings.	Other - Health & wellness support	10/01/2011	05/20/2020	\$0	Health & wellness committee, elementary building principal, school nurse
LeeJenkins 25/75	Teacher determines essential concepts at the beginning of the year that will be taught throughout the year. 75% of scheduled quizzes cover current instructional material and 25% of the quiz covers random concepts previously taught. Students can see how well they have learned the content taught rather than simply memorizing the content.	Other - Student engagement	08/01/2014	05/18/2016	\$0	High School science instructors, High School Principal, Director of Learning
Walking Club	Students can choose to participate in a before school walking club supervised by a teacher leading the activity.	Other - Health & wellness support	08/01/2011	05/20/2020	\$0	Elementary principal and teachers
Monitor fidelity of LBD	Elementary principal will meet with elementary PLCs regarding the directive to teach LBD to fidelity. The elementary principal will conduct walk-through observations to assure LBD is being taught to fidelity. In addition, OWE will be monitored for fidelity when utilized by an ELL teacher.	Direct Instruction	09/01/2013	05/15/2014	\$0	Elementary K-5 teachers and elementary principal. ELL teacher and Director of Learning.
Fitness focus in the secondary classrooms	Fitness focused activities in the secondary classroom include: pre-test stretching, brain breaks with music or dance, rock-heel-toe, stand-turn-talk, persuasive essay topics on health issues, show choir camp yoga, stretching before choral repertoire, home room challenges, free period Fridays, hall walk break during long reading assignments, fresh fruit Fridays, promote participation in sports, push ups for rule infractions, strength & fitness-lift/cardio/competition, flexibility goal-gr 8.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	Secondary teachers, secondary principal, school nurse, school counselor

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Grab N Go Breakfast	Middle and High School students have the option to order a sacked grab n go breakfast to be eaten during their homeroom period.	Other - Health & wellness support	09/15/2015	05/18/2016	\$0	Food service director, building principals
LtoJ pilot, Algebra II	At the beginning of the year, the Algebra II teacher determines essential concepts that will be taught throughout the year. Scheduled quizzes pick concepts at random to assess. Results are charted by class and students can see how they contribute to the overall success of the class over time. Students get a constant preview and review of the year's materials.	Other - Student engagement	08/01/2013	05/20/2015	\$0	HS Math Instructors, HS Principal, Director of Learning
Annual staff EHA involvement	Staff are challenged by our EHA to sign up and participate in a daily practice health and wellness activity. The challenge activity addresses a different area of health and wellness each challenge period. Participants are sent daily reminders of how they can implement the area of health being addressed and to chart their progress. Communication is done via email and the charting is done online.	Other - Health & wellness support	08/01/2012	05/20/2020	\$0	Health & wellness committee, school nurse and all staff that choose to sign up and participate.
Total					\$0	