

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name: Wahoo Public Schools	District Mailing Address: 2201 N. Locust Wahoo, NE 68066
County/District Number: 78-0039	
District Contact for the School Improvement Grant	
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Position and Office: Director of Curriculum	
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Signature of the President of the School Board X_____	Date: June 21, 2010
Authorized Representative of the District (Printed Name): Edward Rastovski	Telephone: (402) 443-3051
Signature of the Authorized Representative: X_____	Date: June 21, 2010
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	Restart	Closure	Transformation
Wahoo High School		X					X

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

- B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for district level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a district level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

Wahoo Public Schools conducted a needs assessment/SAR (Standards Assessment Review) activity with broad representation of our Stakeholders to identify areas of strength and areas in need of improvement utilizing the School Improvement NCA/AdvancEd model. Participating stakeholders included teachers, support staff, administration, school board members, parents, community members and students.

A brief summary of the review follows. The SAR activity indicated that our mission statement is accessible and we have identified goals through our student academic/behavior management system and continuous school improvement process. The mission statement does need to be more visible to all stakeholders and should be better explained to our students. It was indicated that building and district leadership works closely together guided by policy and procedures and focuses on student achievement. The review revealed a need for more collaboration between and involvement of all stakeholders. The utilization of researched intervention and instructional strategies as well as conversations about the 'what and why' we are teaching help facilitate student success. A need to focus on communicating high expectations to our educational community and the importance of assessments to measure district-wide achievement was identified. The district supports a balanced assessment system, yet needs to improve on utilization of the data, such as re-teaching based on assessment results. The review indicated that we have the resources to hire highly qualified staff, provide current technology and yet remain good stewards of our tax payers' money. The review revealed our need to accommodate our high achieving students and provide more opportunities for professional development and growth. Communication with stakeholders was rated high, yet improvement needed was noted in utilizing our community resources in the classroom and in our relationship with the local private school. The key areas identified by the stakeholders were taken into consideration as the School Improvement Grant was drafted.

Parent, staff and student perceptual data was collected through a survey process. This data will be analyzed by the School Improvement Advisory Committee in the fall of 2010.

A needs analysis/data review was conducted by Wahoo Public Schools' School Improvement Advisory Committee with representation of administration, Wahoo Educational and Behavioral Support System (WEBSS) coordinators (teachers), Counselors, and SIP Co-chairs from each building level (teachers). NRT, CRT and local trend data was reviewed. The review of NRT data revealed reading scores with no discernable trends. CRT reading data indicated an upward trend in proficiency. The high school pre and post reading strategies data indicated a significant increase in students' proficiency in the use of the comprehension strategies assessed. Review of NRT math data indicated a trend of lower scores in math computation. CRT math data indicated an upward trend in proficiency. The review process clearly indicated a need for an assessment tool that provided more immediate feedback for students, teachers and principals for guiding instruction. Aligned with our goal to maintain a balanced assessment system, the charge of the committee is to move forward in the process toward implementation of NWEA/MAP as a formative and summative assessment tool coupled with professional development to completely and efficiently utilize the data to affect instruction and learning.

The School Improvement Advisory Committee participated in the selection of the Transformation Intervention Model.

No SIG funds have been requested for these activities.

- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors might include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.

Human and Fiscal Capacity

The human resources that Wahoo Public Schools currently employs to serve a district-wide student population of 938 students includes: 73 classroom teachers; 6 administrators; 7 secretaries; 4 other district staff; 33 classroom paraprofessionals; 7 custodians; 6 food service; and 7 transportation staff. Our district-wide student-to-teacher ratio is 12.8 to 1. Sixty-three (63) percent of our high school and thirty-eight (37.9) percent of our district-wide certificated staff supervise an activity or coach a sport within the district. This additional level of involvement with our students depicts the strong level of commitment to the comprehensive development of students at Wahoo Public.

The certificated and non-certificated staff often work in multiple buildings and over time this fluidity has developed a tradition of one school-one district amongst the Elementary, Middle and High Schools of Wahoo Public. The Wahoo Education Association (WEA) governing body stated it best when discussing the elements and parameters of the school improvement grant that have the potential to negatively affect this cohesiveness: “we have weathered many things in our educational community and our tradition has been that we do whatever it takes to continually move forward for our kids and our community.” This declaration speaks volumes to the question of our district’s capacity to support a school improvement grant.

As indicated in the table below, Wahoo Public Schools is fiscally sound and capable of providing adequate resources and related support to implement fully and effectively, as well as sustain, the initiatives outlined in this grant application. Furthermore, Wahoo Public Schools will have S ratings on its bonds in the near future.

District of Wahoo Public Schools	
2007-08 Assessed Valuation	\$475,000,000
2008-09 Assessed Valuation	\$527,145,000
2009-10 Assessed Valuation	\$554,300,000
2007-08 General Fund Levy	\$0.977
2008-09 General Fund Levy	\$0.958
2009-10 General Fund Levy	\$0.962
Total Levy-Wahoo Public	1.189

Past History of Successful Reform Initiatives

Wahoo High School is a Century NCA School reflecting a long history of successful school reform and improvement initiatives.

Implementation of the WEBSS process has clearly demonstrated an effort by the entire district to reform a less-than-effective discipline system and modify it so it is an inclusive intervention system that addresses both the academic and behavioral needs of our students.

Wahoo Public Schools implemented the Curriculum Leadership Institute (CLI) process of curriculum development and established High Achievement Outcomes (HAOs) in all content areas grades K-12. These outcomes guided grade level content instruction in Wahoo Public Schools. Alignment of Language Arts and Math curriculum to the new state standards has indicated a need to review the HAOs as many of them are now addressed within the newly adopted standards. This is scheduled to occur within the continued curriculum alignment process. This process will continue during the 3-year grant cycle.

Wahoo Public Schools has adopted a diligent curriculum alignment process and is dedicated to maintaining a balanced assessment system utilizing valid and reliable locally developed assessments as part of their triangulation of student data. This process will continue during the 3-year grant cycle.

Wahoo Public Schools has implemented Curriculum Mapper as the curriculum-mapping tool to develop guaranteed curriculums in all content areas K-12. This implementation has promoted district-wide conversations and decisions regarding alignment to standards, instructional tools and methods, differentiation, assessment and pacing. This implementation is ongoing and will continue during the 3-year grant cycle.

The initial phase of implementation of Professional Learning Communities (PLCs) has created the framework to allow conversations focused on student achievement data to occur. This grant will provide human and financial resources to further develop the potential of this initiative.

The initial phase of implementation of homeroom (Warrior Period) has created the framework to promote relationship building and academic intervention structures designed to expand students' connection to the school. Research is clear regarding the correlation of student connection to the school and academic and personal success. This grant will provide the human and financial resources to further develop the potential of this program.

Wahoo Public Schools has continually implemented technology initiatives throughout the district. Computer labs have nearly been replaced by laptop computer carts increasing the flexibility of technology in classroom instruction. The use of OdysseyWare has provided unlimited opportunities for remediation, enhancement and credit recovery for students in the regular school year, as well as during summer school sessions. The use of Angel eLearning within classroom instruction has allowed students to access course content at any time. It has further allowed students to communicate with each other electronically through content discussion forums and chats and provided an avenue for students to take all course assessments online.

Implementation of district-wide reading strategies is aligned with the district's School Improvement goal to improve reading comprehension. These strategies have been embedded in the implementation of the elementary reading series (Rigby, being upgraded to Literacy by Design). The model adopted in the middle grades was to focus on the use of each individual strategy throughout the eighth grade core classes. The staff conducted a pre-assessment of the individual strategy, instructed (during social

studies), practiced, and administered a post-test. A comparison of reading and social studies NRT national percentile scores for the class from the year prior to strategy instruction and following instruction revealed a 2.5 percent increase in reading composite scores and a 10.3 percent increase in the Social Studies national percentile. The model adopted in the high school was to pre-assess; instruct and practice (within advisory period to reach all 9-12 students) each of the seven reading strategies; and post-assess. The high school data revealed a 2.21 point/14percent increase in proficiency from pre to post assessment.

Credentials of Staff

Percentage of teachers with Masters Degrees: 41.76%

Average years of teaching experience of staff: 13.88 years

Percentage of teachers that teach within their certificated area: 96.38%

Ability to recruit and employ new principal and teachers

Recruitment of highly qualified certificated and administrative staff has been enhanced by Wahoo Public Schools' location. The district is located on main corridors from Omaha and from Lincoln. Big Red football traffic flows right through Wahoo on home game Saturdays. Recruitment is further enhanced by the close proximity of two universities that offer graduate and post-graduate studies in education. This proximity to opportunities to advance their degrees is inviting to all staff. Furthermore, Wahoo provides easy access to the amenities of two cities, but the cost of living and community connectedness of small town living are found to be very attractive to potential hires and their families.

A large percentage of Wahoo Public's certificated staff has the opportunity to build relationships with their students outside of the classroom through coaching and activity sponsorships. Wahoo teachers also have the opportunity to build relationships with the families of their students as teachers and administrators become involved in community organizations and activities.

Wahoo High School partners with ESU6 Career Academy, and education is one of the career fields in which our students are enrolled. The Career Academy has provided Wahoo with the opportunity to develop a 'grow your own' program to recruit future certificated and non-certificated educators from the pool of current high school students.

Wahoo has a successful principal within the district that has demonstrated a track record of student achievement consistently above state and national averages and that exceed the nationally normed scores of the neighboring private school. Grant funds will assist with financial incentives for successful teachers and assist with the recruitment of additional highly qualified certificated personnel.

Support of parents, community and teachers union

The timing of the School Improvement Grant Application forced a fast track approval process to occur. WEA support was garnered by the governing body of the local teachers association. The governing body

was apprised of the tenets of the grant, took the tenets to the voting body and the voting body gave their overall support of the tenets contained in the 3-year grant. Parent and community support was garnered by building principals. Parents and community members contacted were those involved in the AdvancEd/NCA Standards Assessment Review and other supportive involvement, individuals already connected to the district in a school improvement capacity. This body of adults indicated their support of the tenets of the grant, specifically, increased teacher pay through incentives and online testing with immediate, useable results They wanted it known that they felt our high school was a good high school and the grant would help implement initiatives to make it even better.

- B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity might address the same factors listed above.

Not Applicable to Wahoo Public Schools

- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.

External assistance:

Wahoo will continue to partner with ESU2 personnel for assistance in leadership, school improvement, data management, utilization of data and professional development initiatives. ESU2 personnel have established their credibility within our district through their leadership and support of past and current successful initiatives. Because of our ongoing working relationship, ESU2 personnel are cognizant of the strengths and weaknesses within our district and have the structures in place to contract with additional external assistance as required.

- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

Schoolwide involvement

All programs and services were represented in the Standards Assessment Review.

Review 'short notes' outline of transformational model of school improvement to all high school certificated and support staff prior to the start of the 2010-11 school year

Develop criteria for non-core participation within career ladder system*

Differentiate staff development to meet needs of non-core staff*

Conduct non-core program resources review*

Develop system for use of student performance data in non-core courses*

Include non-core options in zero hour and summer school courses

Increase community professionals in non-core classrooms

Include custodial, food and transportation service personnel in WEBSS referral process

*Funded with Title II-A Professional Development funds.

- B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

Modification of practices or policies

Step 1. Practice or policy modifications will be drafted and reviewed by the administrative team

Step 2. Practice or policy modifications will be reviewed by the School Improvement Advisory Committee

Step 3. Upon approval from both the administrative team and the SIP advisory committee, practice modifications will be placed in administrative regulations/guidelines

Step 4. Upon approval from both the administrative team and the SIP advisory committee, policy modifications will be taken to the Board of Education for readings, discussion and if approved, a vote toward adoption as policy

- B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

Sustaining the model

Revised teacher and principal evaluations will be approved by the administrative team, teachers union,

school board, NDE and replace our current evaluation system.

Increased learning time and community-based initiatives will be adopted as a district-wide expectation following the close of the grant cycle. The School Improvement Advisory Committee will review data and draft a proposal applicable to the needs of the Middle School and the Elementary.

Career ladder system and science, technology, engineering and mathematics (STEM) hiring bonus will be approved by the administrative team, WEA and school board with sustained funding to be embedded in the regular salary process. Removing 1 percent from the horizontal portion of the salary schedule (4x4) would leave 1 percent available to fund the career ladder. The career ladder system will be expanded to include teaching staff in grades K-8 following the close of the grant cycle. The tenets of the expansion and the funding of the tenets will need to be agreed upon by WEA members.

The 'Wahoo Way' induction will be sustained through level 3 of the career ladder system. Other 'new to the district' teacher training such as use of interventions, screeners, RTI, data and data management systems and administration of MAP and other assessments will be conducted and funded through level 3 of the career ladder system. State, regional and national conference attendance will be funded through the career ladder system.

Instructional Coach will be funded as an additional .5 or 1 FTE staff assignment.

Core program review model will be adopted and implemented in subsequent program reviews. Annual needs assessment model will be adopted and utilized following the close of the grant cycle.

B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

NOTE: Districts applying for ESEA Section 1003(g) funds will need to submit goals for increasing the student performance in Reading by October of 2010 after baseline data is established for each school and group using NeSA-R (Reading) and NeSA-AAR (alternate assessment Reading). Districts will establish goals for Math for the 2010-11 school year using existing assessment results. The statewide averages for Math gains are provided below the Goals chart.

If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero	Same

	then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	
Math	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	Maintain graduation rate of 88% or above
College enrollment rate (high schools only)	Measurable increase from the previous year	Same
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measureable improvement from previous year (or baseline for initial year of grant)	Same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

Statewide Average Gain – Math (2008-09 AYP Data)	
Group	Percentage points

All Students	1.37
American Indian/Alaska Native	1.80
Asian or Pacific Islander	-.01
White, Not Hispanic	1.26
Black, Not Hispanic	3.39
Hispanic	1.49
Students eligible for free and reduced lunch	2.03
Special Education Students	3.12
English Language Learners	2.33

- B.9. Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

Needs Assessment/SAR activity conducted: representation of all stakeholders

Reviewed summary of meta analysis research of effective approaches to improving student achievement: Superintendent, Ed Rastovski and Director of Curriculum, Sue Heine

Attended SIG writing workshop: Sue Heine and ESU2 Staff Developer, Eileen Barks

Collaborated on grant draft: Ed Rastovski, Sue Heine, Eileen Barks and High School Principal, Chris Arent

Needs assessment/data review conducted: School Improvement Advisory Committee

Transformation intervention model 'short notes' shared: governing body of WEA. WEA shared with membership.

Q & A session held for WEA membership: Sue Heine, Chris Arent, Dave Privett, Judy Stukenholtz, Staci Simonsen, John Harris and Ann Egr, governing body of WEA

Reviewed and edited grant draft: School Improvement Advisory Committee; newly hired Superintendent, Galen Boldt

Teamed approach to implementation support including 2010-11 Superintendent Galen Boldt, Sue Heine, Eileen Barks, newly-appointed high school principal, newly-hired project manager.

PART C. DISTRICT BUDGET

A district budget is needed only if the district is requesting funds for district support for the school(s) to assist in implementing one of the models as identified in question B.1. above. District costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be district level activities and necessary to assist the school(s) to implement one of the models.

Not applicable to Wahoo Public Schools

PART D. ASSURANCES

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the NDE the school-level data required under section III of the final requirements.

Wahoo Public Schools agrees to these assurances. June 21, 2010

PART E. WAIVERS

Check each waiver that the district will implement.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2. SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and Budget forms are designed for each intervention model. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assisting with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Discussion of employing a highly qualified, non-district employee project manager has occurred. Preferred experience includes success in school improvement process and use of data to affect instruction and learning. Experience working with Nebraska Educational Service Unit personnel and structures would be helpful. Wahoo Public Schools will have a new Superintendent starting July 1, 2010. An official job list will be created by the administrative team and project manger more clearly delineating the responsibilities outlined in the above paragraph.

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

SOSR 2007-08 HS Building Profile – see Appendix C

SOSR 2008-09 HS Building Profile – see Appendix D

Complete the table below using 2008-09 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	0% (1 student)
(2) Graduation rate (AYP graduation rate for high schools only)	95.5%

(3) College enrollment rate (high schools only)	84% (based on senior plan survey)
Leading Indicators	
(4) Number of minutes within the school year	1172hr 70,320 min
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	4.1%
(6) Dropout rate (total for high schools only)	.47%
(7) Student attendance rate	95.85 %
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	34
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

Areas of Need based on local needs assessment:

*Increase ACT composite and sub-scores

(Less than 50 percent of students taking the ACT are ready for college level coursework in math-algebra and science-biology. Science portion includes reading and graphical analysis. We are consistently below state ACT composite. We are consistently lower than 5 comparable schools in our conference)

*Expand reading strategies to reading in the content area with measurement of success

(Review reading scores as reading strategies are further implemented to see if proficiency in use of the strategies equates to increased reading scores)

*Intervention strategies for reading and math with measurement of success

(Math lab will be piloted in 2010-11 followed by reading lab in 2011-12)

*Ongoing data review with professional development training in use of student data

*Selection or use of assessment tool to facilitate ease in utilization of student data

*Data review-Science

(Science standards alignment scheduled at end of yr 2 of the grant. Development of aligned, sequenced K-12 Science vocabulary suggested.)

*Communication of mission, high expectations and importance of assessments to students and stakeholders

*Increased collaboration of stakeholders

*Increase accommodations for high ability learners

*Increase community connection to the classroom

Student Achievement & Leading Indicators (from chart):

*Increase percentage of ELL students scoring 4 or 5 on the ELDA
(*This data is based on 1 student*)

*Maintain graduation rate in 90% range

*Increase college enrollment rate

*Increase number of minutes within the school year

*Increase number & percentage of students completing advanced coursework

*Decrease drop out rate

*Maintain student attendance rate in 95% range

*Decrease discipline incidents

How the Transformation Intervention Model will help meet identified needs

1.) Improve staff evaluation system

Evaluating staff is a critical component in effective performance management. Improving our evaluation system will allow us to clearly connect our evaluation system to our professional development so growth opportunities are aligned with teacher and principal areas of need. The transformation model requires a rigorous evaluation system that also takes into account data on student growth. The SIG will provide us with the impetus to improve our evaluation system to retain and/or grow highly effective staff, capable of and committed to improving student learning. Addressing needs identified in current and future needs assessments will be embedded in how we do our daily business of school. Expected outcomes could include: improved ACT scores, expanded reading and math strategies and interventions, effective ongoing use of data, increased community connections, increased accommodations for HAL, ELL and other student populations through differentiation, and increased numbers of students enrolled in advanced coursework.

2.) Develop a career ladder system

Implementing a career ladder system provides incentives for teachers that want to explore challenges and growth opportunities while remaining in the classroom. The career ladder has the potential to retain and recruit highly qualified staff. Results of current and future needs assessments will guide the work of staff moving through the levels of the career ladder. Expected outcomes could include: research of and piloting interventions, lead implementation of successful interventions, tutor/mentor ELL

students to increase number of students scoring a 4 or 5 on the ELDA, lead a community connection initiative, lead teams of teachers in use of classroom data, research and pilot an initiative to connect and retain students at-risk of dropping out. Teacher and principal rewards are connected to improved student achievement. The transformation model requires identification and rewarding school leaders and teachers who have increased student achievement. The SIG will provide the resources to implement the initial phase of the career ladder system to provide these rewards.

3.) Ongoing professional development

Professional development must genuinely advance the effectiveness of staff for the benefit of both staff and students. Ongoing professional development will take on a formal and informal approach, driven by results and job embedded. The transformation model requires that we build the capacity of our staff to successfully implement reform strategies. The grant guides us to move beyond traditional presentations and workshops to include activities such as peer observation, mentoring, action research projects, study groups, literature circles, shared analysis of student work, teacher self-assessment and goal-setting activities. The SIG will provide us the resources and framework to re-examine how we do business in our school.

4.) Continuous use of data

Development of a data system will provide for the collection, interpretation and use of student data. Universal screeners will be used to identify students who are at-risk for difficulties in core content areas such as reading and math. At-risk students will be identified to receive research-based interventions and progress monitoring. Formative assessments will be utilized in the classroom to adjust instruction to improve students' understanding. Summative data will be used to evaluate effectiveness of instructional systems and focus of professional development. The transformation model requires the use of student data to inform and differentiate instruction to meet the needs of individual students. The SIG will provide the resources to train staff to effectively utilize student data. The grant will furthermore provide the resources to implement an assessment system that provides immediate feedback to students, teachers and principals.

5). Increase learning time; and student and family engagement

Research supports a large relationship between academic learning time and achievement. Time is not the sole factor, but rather an increase in the time students engage in productive, academic learning. Level of student engagement can be affected by the collection of attitudes, habits and skills they bring to school as a result of their familial relationships. Research shows that schools can improve student learning by engaging parents in ways that directly relate to their child's progress. Effective parent engagement must be comprehensive and occur at many points over the course of their child's years in school. Family engagement is vital for all students, especially students with disabilities and English language learners. The transformation model requires increased learning time and community engagement. The SIG will provide the incentive to develop and implement initiatives to address specific student needs through level three of the career ladder system. The high school advisory period (Warrior Period) is a structure in place through which to facilitate family engagement initiatives.

6.) Flexibility to increase graduation rates

An important element of dropout prevention is the early identification of students at highest risk. Attendance and course performance at ninth grade is a powerful predictor of whether a student will complete high school. Our local data has further indicated that students that move into our district are at greatest risk of dropping out. Systematic collection of attendance and course performance can be used to develop an effective early warning system. The transformation model includes a comprehensive

approach to increase graduation rate as one of its requirements. The SIG will provide the incentive to develop and implement an early warning system through level three of the career ladder system. The high school advisory period (Warrior Period) is a structure in place through which to process the early warning data and intervention.

7.) Ongoing intensive TA/support

The transformation model allows for the employment of ongoing, intensive technical assistance. The capacity of a Class C1 District to review and employ an external lead partner is very limited. It was decided that it was in our best interest to continue our professional relationship with our Educational Service Unit in conjunction with the Project Manger (to be employed) to provide the ongoing, intensive technical assistance the requirements of the transformation model dictate. Without reliance on these entities, Wahoo Public Schools would not have the capacity to commit to the numerous and specific requirements of the Transformation Intervention Model within the School Improvement Grant.

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

Programs/Services that support academic achievement for struggling students

Differentiated instruction within individual classrooms
Full time substitute teacher certified in math to do one-on-one tutoring as needed
All teachers are available for student assistance before school
Many teachers are available for student assistance after school
Thursday Academy (3:45-6:00)
Alternative Education at alternate site utilizing OdysseyWare
On-site OdysseyWare for credit recovery
Study hall one-to-one for ELL student weak in academic language
Advisory Program (Warrior Period)
TeamMates
YAP-Youth Assistance Program
SCIP-School Community Intervention Program
Youth Services System of Saunders County-Truancy Committee
WEBBS
9th grade team
10th grade team

Areas of Need based on local needs assessment

- *Increased drop out rate in Alternative School

- *School not relevant

- *ELL student weak in academic language-study hall tutor not enough

- *Thursday Academy- increasingly difficult to find supervising teacher

*Advisory Period-used for other than advisory

*Early identification of students at risk for non-graduation

How the Transformation Intervention Model will help meet identified needs

1.) Continuous use of data

Development of a data system will provide for the collection, interpretation and use of student data. Screening for skill deficits and monitoring progress are effective ways to identify early those students needing support. Universal screeners will be used to identify students who are at-risk for difficulties in core content areas such as reading and math. At-risk students will be identified to receive research-based interventions and progress monitoring. Formative assessments will be utilized in the classroom to adjust instruction to improve students' understanding. Summative data will be used to evaluate effectiveness of instructional systems. The transformation model promotes the continuous use of student data to inform instruction. The SIG will provide the resources to train staff to effectively administer and utilize assessment tools and student data. The grant will further provide the resources to implement an assessment system that provides immediate feedback to students, teachers and principals to positively affect retention of students through graduation.

2.) Ongoing professional development

As stated previously, professional development must genuinely advance the effectiveness of staff for the benefit of both staff and students. The transformation model requires that we build the capacity of our staff to successfully implement reform strategies. Effectively utilizing universal screeners; implementing Tier II and Tier III interventions within the RTI process; utilization of formative and summative assessments to determine skill/concepts not mastered will require training of certificated and administrative staff. Having these skills will better equip teachers in the early identification of struggling students. The SIG will provide us the resources and framework to provide the training necessary to fully and effectively implement our early identification strategies and positively affect our retention of students through graduation.

3.) Operational flexibility

The guidelines of the transformation model allows for expanded scheduling. Reform ideas often focus on increased student learning and center around restructuring and/or extending the school year. Simply increasing the time is not enough. Students must spend extended time engaged in productive academic learning to make a difference and teachers must be provided training in using extra school time effectively. In addition, there needs to be assurance that the students who need the most support are given more instructional opportunities.

Research over time has strongly supported the positive effect building and sustaining effective relationships has on students at risk for school failure due to academic, social and/or behavior issues. Support in these areas is central to learning and thriving in school.

The community can be a great resource for students. For example, connecting with the community can help high school students engage and see the relevance of their coursework.

The SIG provides a framework to plan, implement and monitor effective expanded scheduling and support systems.

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the

intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

SOSR 2008-09 HS Staff Profile - see Appendix E

Profile of high school teachers

There are 22.26 FTE certificated staff in the high school
11 (42.31%) have Master's Degrees
All but one teacher is White, non-Hispanic
12.88 years of average teaching experience
96.36% are endorsed in the area they teach
63% sponsor an activity or coach
Core content teachers have common planning period
Average of 7 staff development/in-service/work days per year
Staff development determined by building need
SD has focused on PLCs, Wong and Marzano
School Improvement work is district wide
Grade level PLCs, Content PLCs and Vertical (K-12 content) PLCs
Student data provided at August In-service

Teacher Evaluation tool is based on Charlotte Danielson's work: "Enhancing Professional Practices: A Framework for Teaching"
Rubrics are provided in the areas of Planning Instruction; Implementing Instruction; Evaluating Student Learning; Instructional Climate: and Professional Attributes

Appraisal Form:

Wahoo Public Schools
TEACHER EVALUATION FORM

Name: _____

School Year: _____

Grade/Position: _____

Status: _____

Observation Date: _____ Subject: _____ Probationary Year: _____

Please refer to the Framework for Teaching Rubrics to understand what each category covers.

MS=Meets District Standards DN=Does Not Meet District Standards

I. Planning Instructions	MS/DN	
A. Curriculum Planning -Diagnoses Learning Needs -Lesson Objectives -Instructional Objectives -Instructional Decisions -Questions -Learning Activities -Grouping of Students -Assessments -Special Needs Team Relationships		
B. Resource Planning -Resources for Teaching -Activities for Learners		
C. Management Planning -Time Management -Classroom Organization -Physical Environment		
II. Implementing Instruction		
A. Lesson Opening -Active Involvement -Anticipatory Set -Learning Objectives -Lesson Purpose -Prior Knowledge		
B. Teaching Objective		

-Congruent Information -Congruent Questioning -Congruent Activities -Response to Efforts of Learner			
C. Modeling -Congruent Examples and Models			
D. Monitoring Learning -Time on task -Student Involvement -Responsive to Students			
E. Adjusting Instruction -Flexibility and adjustment			
F. Guided Practice -Practice -Feedback -Active Participation -Varied Student Response -Adjustment of Guided Practice -Provision for Practice			
G. Independent Practice -Differentiated Activities -Opportunities for Practice -Accountability for - Assignment/Record			
H. Closure -Closure			

III. Evaluating Student Learning		
A. Monitoring Students -Check for Understanding -Questions -Criteria -Performance Feedback -Critical Thinking		
B. Responding to Students -Criteria Development -Performance Feedback		
IV. Instructional Climate		
A. Student Environment -Behavior Expectations -Attention to all -Student Motivation -Trusting Environment		
B. Self Concept -Problem Solving -Student Interests -Sensitivity to Needs -Development of Independence -Focus on Student Behavior -Praise -Diverse Opinions		
C. Proactive Classroom Management -Awareness -Corrective Feedback		

-Response to Misbehavior -Situation Management -Behavior Plan -Use of Punishment		
D. Positive Teacher Behavior -Treatment of Students -Enjoyment of Teaching/Humor -Culture Diversity -Positive Role Model		
V. Professional Attributes		
A. Responsibility -Completes Tasks -Performs Assigned Duties -Complies with Regulations -Maintains High Professional Growth Standards -Knowledgeable about Current Trends		
B. Positive Relationships -Effective Communication with Parents -Contributes to School Cohesiveness -Positive with Peers, Staff, and Administration		

General Statements for appraisal including: strengths, commendations, areas of improvement, and recommended objective(s) for next observation.

Appraiser Comments

Appraisee Comments (Optional)

Appraisee's Signature _____ Date: _____

Appraiser's Signature _____ Date: _____

Areas of Need based on local needs assessment

- *Language Arts dept. has difficulty teaming
- *Math dept. will draw on MS staff member to teach Calculus
- *Science dept.-frequent teacher turnover-lack of hands on lab science
- *Foreign language-heaviest teacher load
- *Career and Tech ed dept-need to increase connection to community professionals
- *Not enough time devoted to PLC development
- *63% coach or sponsor an activity-not available for after school student assistance
- *Teacher evaluation not directed toward teacher growth

How the Transformation Intervention Model will help meet identified needs

1.) Ongoing professional development

Stated again, professional development must genuinely advance the effectiveness of staff for the benefit of both staff and students. Professional learning communities foster a culture of continuous learning where collaboration is valued and emphasized. The transformation model requires that we build the capacity of our staff to successfully implement reform strategies. Training in a PLC model with structured collaboration and reflection based on student data will help build the necessary capacity to move forward with using data to inform instruction.

The model provides the framework and the SIG provides the resources for this to occur.

2.) Use of student data

A systematic collection and analysis of varied student data used to guide a range of decisions will help improve the success of students and school. Interpreting annual performance data will assist in evaluating effectiveness of instructional systems and practices and identifying weaknesses that need to be addressed. The transformation model requires the use of student data in instructional decisions. The SIG provides the resources for this to occur.

3.) Ongoing community engagement

The transformation model requires increased community engagement. As stated previously, the community can be a great resource for many areas of school improvement. Connections with the

community can help high school students engage and see the relevance of their coursework. Bringing professionals into the classroom provides a mechanism for community engagement, content relevance and career awareness.

4). Rigorous evaluation tool

As stated earlier, evaluating staff is a critical component in effective performance management. Improving our evaluation system will allow us to clearly connect our evaluation system to our professional development so growth opportunities occur and are aligned with teacher and principal needs. The transformation model requires a rigorous evaluation system that includes student growth. The SIG will provide the impetus to improve our evaluation system to include annual growth goals and measurement of staff as well as students.

5.) Retain and recruit staff with necessary skills

Attracting high quality staff has been traditionally problematic for rural schools and in certain content areas including math and science. Recruitment requires marketing the strengths of the district, developing high standards for selection and aggressively reaching out to all candidate pools. The proposed career ladder will be a marketing tool for not only recruiting but also retaining highly qualified staff. The transformation model requires identifying and rewarding school leaders and teachers. The SIG will provide the resources to implement the initial phase of the career ladder system to provide these rewards.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

Instructional Practices Profile

**Wahoo Public Schools
Curriculum Alignment Plan**

Curriculum Alignment Codes

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

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

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

R - Resource review-(Proposals for new resources)

A - Development of common assessments-(Mastery)

VA - Implementation and validation of assessments

VCVA-Annual validation review of curriculum and assessments

CURRICULUM TASKS

- Research review of current best practice in content area
- Alignment of curriculum to new standards-K-12 alignment
- Identification of mastery levels of standards indicators-align K-12
- Validate curriculum and designate a Master Map
- Development of local assessments to demonstrate mastery
- Validate assessments
- Use Curriculum Mapper to denote pacing

ASSESSMENT TASKS

Maintain Balanced Assessment System

INSTRUCTIONAL TASKS

- Classroom Management model: Harry Wong
- Lesson Design Model: Madeline Hunter
- Instructional Strategies Model: Marzano, Differentiation

Areas of Need based on local needs assessment

- *Yearly curriculum calendar for teacher planning
- *Time for Curriculum Mapper
- *CM training for new staff

How the Transformation Intervention Model will help meet identified needs

1.) Ongoing professional development
If students are to demonstrate proficiency on state standards, classroom content must align to standards and assessments. In order for teachers to improve student performance, they must be involved in the process of alignment. When instruction is aligned to standards, students should be able to perform at a higher level of proficiency. The transformation model requires that professional development be job embedded and aligned with our instructional program.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

School Improvement Profile – see Appendix F

Areas of Need based on local needs assessment

- *Increase collaboration of all stakeholders in school improvement process
- *Keep profile on website updated

How the Transformation Intervention Model will help meet identified needs

1.) Use of student data/Ongoing community engagement

Data systems provide for the systematic collection, interpretation and use of student data to guide a range of decisions to help improve the success of students and schools. The school profile houses this collection of data and interpretations. When updated annually and placed on the school website, all stakeholders have the opportunity to stay current on the academic progress of their school and district. The transformation model promotes the continuous use of student data and community engagement the published school profile affords.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

A needs analysis/data review based on ACT trend data was conducted with all high school certificated personnel. This review revealed that we are consistently below the state average ACT composite score. It further revealed that less than 50 percent of our students taking the ACT are ready for college level coursework in science-biology and math-algebra. In looking at how we compared to schools our approximate size in our conference, our ACT composite is consistently lower to lowest amongst the five largest schools in our conference. Our certificated personnel conducting ACT preparation for our students and for surrounding districts indicated that reading and graphical analysis are required to do well on the science portion of the ACT. They further indicated that many students take algebra and biology their freshman year and take the ACT their junior year.

A needs analysis/data review was conducted by Wahoo Public Schools' School Improvement Advisory Committee with representation of administration, WEBSS coordinators (teachers), counselors, and SIP co-chairs from each building level (teachers). NRT, CRT and local trend data was reviewed. The review of NRT data revealed no discernable trends. CRT reading data indicated an upward trend in proficiency. The high school pre and post reading strategies data indicated a significant increase in students' proficiency in the use of the comprehension strategies assessed. Review of NRT math data indicated a trend of lower scores in math computation. CRT math data indicated an upward trend in proficiency. The review process clearly indicated a need for an assessment tool that provided more immediate feedback for students, teachers and principals for guiding instruction. Aligned with our goal to maintain a balanced assessment system, the charge of the committee is to move forward in the process toward possible implementation of NWEA/MAP as a formative and summative assessment tool coupled with professional development to completely and efficiently utilize the data to affect instruction and learning.

The School Improvement Advisory Committee participated in the selection of the Transformation Intervention Model. Involvement of a broad representation of all stakeholders in the needs assessment/SAR activity, prior to the selection, provided the assurance that our stakeholders are highly supportive of the School Improvement Advisory Committee's decisions in their ongoing commitment to and pursuit of continuous school improvement. Stakeholder support was further garnered through

personal contacts made by administrative team members.

A.2. Action Plans

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

Implementation Model-Wahoo		In Progress	Year 1	Year 2	Year 3
1 A	Removal of High School Principal		x		
1 B	Teacher Evaluation		x		
	Principal Evaluation		x		
1 C	Reward School Leader/teacher			x	
1 D	New Teacher Induction-Wahoo Way**				
	**Classroom Management/PLC/ L to J		x		
	**Curriculum Content			x	
	**Instructional Strategies				x
	Employ Full time substitute teacher	x			
	Instructional Coaching			x	
	PLC	x	x		
	Prof Development based on annual needs assessment	x	x	x	x
1 E	Hiring bonus STEM			x	
	Tutors/stipend			x	
	Career ladders system			x	
	State/Regional/National conferences				x
2 A	1 to 1 technology		x		
	Core Program review (yr1-rdg;yr2m)		x	x	x
	Continue enhancement CM	x			
	Alignment of CIA	x			
	Implementation of math labs		x		
	Implementation of reading lab			x	
	Expand Core (Reading/Math) Interventions			x	x
2 B	Conduct School Imp Needs Assess	x			
	Utilize screeners		x		
	Training for teacher on use of data		x	x	x
	Training for Data Man system		x	x	x

	Implement schoolwide RTI model		x	x	x
	Explore transition to NWEA/MAP	x			
	Administer formative & summative assessment using 1 to 1		x	x	x
3 A	Thursday Academy for at risk std (3:45-6:30)	x			
	Lengthen school day by 5 min		x		
	Continue offer summer school	x			
	Offer 0/9th hour classes				x
	Bell to bell commitment	x			
		In Progress	Year 1	Year 2	Year 3
3 B	Community needs assessment			x	
	Offer courses for all ages of learners-outside of school day				x
	Continue to enhance school/community newsletter	x			
	Home visits			x	
	Expand Work Study Program			x	
	Volunteer Award				x
	Expand community service opportunities in gr 9-12				x
	Utilize community professionals in the CR for support				x
	Utilize community professionals beyond Wahoo for support				x
4 A	Revitalize home room	x	x	x	x
	Identify std at risk of non-completion	x	x	x	x
	Offer expanded scheduling to accommodate students' schedules				x
4 B	Employ project Manager/data steward		x	x	x
	Utilize ESU personnel for leadership; school improvement; data and professional development	x	x	x	x

Four School Intervention Models (from USDE Guidance)

Transformation Intervention Model - 1
<p>Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools.</p>

Activity	<i>Replace High School Principal</i>
Key steps	<i>Assignment of a new high school principal</i>
Start Date	<i>July 1</i>
Full implementation date	<i>July 1</i>
Person(s) responsible	<i>Superintendent of Wahoo Public Schools</i>
Monitor and evaluate	<i>Superintendent of Wahoo Public Schools</i>
Cost for three years	<i>\$60,000</i>
Transformation Intervention Model - 2	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement	
Activity	<i>I. Redesign Evaluation tool-teacher II. Create Principal evaluation tool</i>
Key steps	<i>I. Summer 2010 planning days to research, review and modify teacher evaluation system II. Summer 2010 planning days to research, review and create principal evaluation system</i>
Start Date	<i>I. August 2010 II. August 2010</i>
Full implementation date	<i>I. May 2011</i>
Person(s) responsible	<i>Wahoo Public Schools Administrative Team and School Board</i>
Monitor and evaluate	<i>Project Manager</i>
Cost for three years	<i>\$150,000 Project Manager salary \$3,000 Planning Days</i>
Transformation Intervention Model - 3	
Requirement (1C): Developing and increasing teacher and school leader effectiveness	

<p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p>NOTE: This requirement is an option for Tier III schools.</p>	
Activity	<p>I. Rewarding School leaders/teachers</p> <p>A. Career ladder system (*see appendix G)</p> <p>B. Principal reward (\$; Prof Development; Time)</p> <p>1. Graduation Rate</p> <p>2. Student growth</p> <p>3. Teacher growth (% of career ladder-formula)</p>
Key steps	<p>I.</p> <p>A. Career Ladder-School Board and Teacher Association approval. Present to staff. Implement in year 2.</p> <p>B. Develop criteria and rubric. Criteria shall include student growth; graduation rates and teacher growth/movement on career ladder. Develop list of reward options (\$; Prof Development; Time). Implement in year 2.</p>
Start Date	August, 2011
Full implementation date	May, 2012
Person(s) responsible	Wahoo Public Schools Administrative Team and School Board
Monitor and evaluate	Project Manager
Cost for three years	<p>Career ladder \$100,000</p> <p>Principal reward \$10,000</p>
Transformation Intervention Model - 4	
<p>Requirement (1D): Developing and increasing teacher and school leader effectiveness</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	
Activity	I. New teacher induction-develop ‘Wahoo Way’

	<ul style="list-style-type: none"> A. <i>Year 1; Classroom Management; PLC; L to J</i> <ul style="list-style-type: none"> i. <i>L to J trng summer 2011</i> B. <i>Year 2; Curriculum Content</i> C. <i>Year 3; Instructional Strategies</i> II. <i>Full Time substitute teacher (general)</i> III. <i>Instructional Coaching (.5 or 1 FTE)</i> <ul style="list-style-type: none"> A. <i>Mentoring</i> B. <i>Coaching</i> C. <i>Release time for observation</i> <ul style="list-style-type: none"> i. <i>Pre/post consult</i> ii. <i>Observation of Master teacher</i> iii. <i>Follow up</i> IV. <i>PLC (yr 1)</i> <ul style="list-style-type: none"> A. <i>All are expected</i> B. <i>PD will emerge</i> C. <i>What do we do when kids don't get it</i> <ul style="list-style-type: none"> i. <i>RTI/System of supports</i> V. <i>Professional Development</i> <ul style="list-style-type: none"> A. <i>Based on prior needs assessment</i> <ul style="list-style-type: none"> i. <i>Reading Comprehension</i> ii. <i>Content literacy</i>
Key steps	<ul style="list-style-type: none"> I. <i>Develop new teacher induction (Wahoo Way) in conjunction with ESU2 Staff Developers. ESU2 would lead professional development for first three years developing internal capacity along the way. Key lead teachers would take over in year 4 as tied into Career Ladder.</i> II. <i>Full-time substitute teacher already in progress. Substitute teacher offers release time for observation, co-teaching and mentoring opportunities for classroom teachers. Better define role for full-time substitute teacher (above opportunities are scheduled monthly and take priority).</i> III. <i>Instructional Coach. Hire Instructional Coach to fulfill role of</i>

	<p><i>mentoring, coaching and facilitation of release time. This person will fulfill the role of onsite staff developer in order to embed professional development within the confines of the school day. Create job description, salary schedule assignment and evaluation rubric.</i></p> <p>IV. PLC. Expand Wahoo’s current model of Professional Learning Communities with an emphasis of analyzing student data and monitoring and adjusting instruction accordingly. PLCs will continue to answer the question, “what do we do when kids don’t get it.” Enhance current participant and content structure; create an effectiveness rubric; and an implementation schedule.</p> <p>V. Conduct needs assessment of professional development based on student growth and areas of deficiencies. Analyze needs assessment and create a three year professional development plan in conjunction with ESU2 staff developers. Prior data collected showed deficiencies in areas of reading comprehension and content literacy. Year 1 plan will begin with those areas.</p>
Start Date	<p>I. August, 2010-August, 2012</p> <p style="padding-left: 40px;">A. August, 2010 (Classroom Management; L to J; PLCs)</p> <p style="padding-left: 40px;">B. August, 2011 (Curriculum Content)</p> <p style="padding-left: 40px;">C. August, 2012 (Instructional Strategies)</p> <p>II. August, 2010 (already initiated)</p> <p>III. August, 2011</p> <p>IV. August, 2010</p> <p>V. August, 2010-ongoing</p>
Full implementation date	All initiatives will be fully implemented by May 2013 as indicated in the above timeline.
Person(s) responsible	Wahoo Public Schools Administrative team; ESU2 personnel
Monitor and evaluate	Project Manager/Data Steward
Cost for three years	<p>Wahoo Way \$90,000</p> <p>Full Time Substitute \$70,500</p> <p>Instructional Coach \$78,000</p> <p>PLC no cost</p> <p>Professional Development (cost to bring in staff developers aligned with</p>

	<i>needs assessment results) \$15,000</i>
Transformation Intervention Model - 5	
Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school	
Activity	<i>I. Hiring bonus-STEM</i> <i>II. Tutors-Stipend</i> <i>III. Career Ladder System</i> <i>IV. Regional/National Conferences</i>
Key steps	<i>I. WEA and School Board approval. Advertise and recruit highly qualified STEM teachers (focus on Math and Science).</i> <i>II. Identify highly qualified tutors to facilitate school tutoring program. Create a salary schedule, job description and tutoring guidelines.</i> <i>III. See Key Steps in 1C and refer to Appendix G.</i> <i>IV. Create a plan for teachers to submit proposals to attend state, regional and national conferences. Priority given to teachers on Career Ladder Level 3 with partial reimbursement through Career Ladder System. All requests must support School Improvement goals. Pre/post consult will be conducted with Instructional Coach/Administrator.</i>
Start Date	<i>I. August, 2011</i> <i>II. August, 2011</i> <i>III. August, 2011</i> <i>IV. August, 2012</i>
Full implementation date	<i>I. May, 2012</i> <i>II. May, 2012</i> <i>III. May, 2012</i> <i>IV. May, 2013</i>
Person(s) responsible	<i>Wahoo Public School Administrative Team</i>
Monitor and evaluate	<i>Project Manager</i>

<p>Cost for three years</p>	<p>Hiring Bonus \$9,000</p> <p>Tutor Stipend \$10,500</p> <p>Career Ladder System: See 1C</p> <p>State, Regional and National Conferences: Covered in Career Ladder System, See 1C and refer to Appendix G.</p>
<p align="center">Transformation Intervention Model - 6</p>	
<p>Requirement (2A): Comprehensive Instructional reform strategies (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	
<p>Activity</p>	<p>I. 1 to 1 initiative</p> <p>II. Core Program Resources Review</p> <p>III. Continue/enhance Curriculum Mapper</p> <p>IV. Alignment of Assessment, Instruction, Curriculum</p> <p>V. Implementation of Reading and Math Labs</p> <p>VI. Expand Reading interventions</p> <p align="center">A. Accelerated Reader, REWARDS, FAME, Read 180</p>
<p>Key steps</p>	<p>I. Prior school improvement needs assessment showed deficiency in technology equity, instant access of information and implementation of 21st Century learning skills. Current trends in education support the 1 to 1 initiative to provide equity, instant access of information and NE multiple literacies Standards. Contract with an outside vendor to provide student computers, wiring and infrastructure as well as maintenance of hardware/software.</p> <p>II. Research and identify Core Program Review models. Select model appropriate to selection of textbooks and instructional materials that align with state standards. Continue to identify gaps in current textbook series in order to discover any deficiencies. Address deficiencies with continuous data analysis.</p> <p>III. Continue previous work with Curriculum Mapper (completion of all columns) in order to reflect the curriculum in core content areas.</p> <p>IV. Continue curriculum alignment in the areas of Language Arts and Mathematics including instruction and assessment.</p> <p>V. Create math lab for remediation of skills. Identify students based on assessments and teacher recommendation. Adjust daily schedule to incorporate into the school day (year 1). Create reading lab for</p>

	<p><i>remediation of skills. Identify students based on assessments and teacher recommendation. Adjust daily schedule to incorporate into the school day (year 2).</i></p> <p><i>VI. Based on the review of textbooks and instructional materials, research and identify high quality reading intervention programs. Implementation will also be based on student data from screeners, teacher recommendation, assessments and overall student performance. Some research based programs to review will be REWARDS, FAME, Read 180 and Accelerated Reader. Investigate math interventions.</i></p>
Start Date	<p><i>1 to 1 technology August, 2011</i></p> <p><i>Core program review August 2011, 2012, 2013 (continuous)</i></p> <p><i>Curriculum Mapper AI (continue all 3 years)</i></p> <p><i>Alignment of CIA AI (continue all 3 years)</i></p> <p><i>Implementation of math lab August, 2011; reading lab August, 2012</i></p> <p><i>Interventions for reading August, 2011; math 2012</i></p>
Full implementation date	<i>All fully implemented by May, 2013</i>
Person(s) responsible	<i>Wahoo Administrative Team and Technology Coordinator (1 to 1)</i>
Monitor and evaluate	<i>Program Manager</i>
Cost for three years	<p><i>1 to 1 technology \$518,400 (\$226,800 year 1; \$145,800 year 2; \$145,800 year 3)</i></p> <p><i>Interventions for reading and math \$60,000</i></p>
Transformation Intervention Model - 7	
<p>Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p>	
Activity	<p><i>I. Conduct School Improvement Needs Assessment</i></p> <p style="padding-left: 40px;"><i>A. Professional Development</i></p> <p><i>II. Utilize reliable and valid screener to assist in triangulation of data</i></p> <p style="padding-left: 40px;"><i>A. NeSA; IRI; MAP/TN3</i></p> <p><i>III. Provide training for teachers on use of data (current and new ie. EXPLORE, PLAN, Terra Nova, ACT, IRIs)</i></p>

	<p>IV. Provide training on increased use of Data Management System</p> <p>A. PowerSchool; L to J</p> <p>B. Enhance access by students and parents to NeSA, NRT and local student performance data</p> <p>V. Implement a School-wide RTI model</p> <p>VI. Explore transition to NWEA/MAP</p> <p>VII. Administer formative and summative assessments using 1 to 1</p>
Key steps	<p>I. Review data from needs assessment to identify professional development needs in conjunction with 1E</p> <p>II. Train all teachers on utilization of reliable and valid screening tool (IRIs). Implement school-wide use of IRIs to gather student data and address deficits. Utilize PLCs for data analysis.</p> <p>III. Train all teachers on utilization of student data for instruction (triangulate screening data, formative data and summative data). Include examination of current EXPLORE and PLAN data. Utilize PLCs for data analysis.</p> <p>IV. Contract with outside agency to provide training to better utilize current data management system. Include parent and student training in order to enhance opportunities to access individual student data. Contract with Lee Jenkins to provide L to J summer institute in 2011.</p> <p>V. Contract with ESU2 personnel to guide and direct implementation of school-wide RTI process. Process to include evaluation of core programs; review of student data; implementation of Tier II and Tier III interventions and information on verification of special education students.</p> <p>VI. Contract with outside provider to review advantages of moving to NWEA/MAP assessment as opposed to Terra Nova3. If decision is made to move to MAP, contract with NWEA to provide training and materials.</p> <p>VII. Conduct all NeSA and MAP assessments utilizing 1 to 1 technology.</p>
Start Date	<p>Needs assessment AI</p> <p>Screeners August, 2010 (ongoing)</p> <p>Use of data August, 2010 (ongoing)</p> <p>Data management system August, 2010 (ongoing)</p>

	<p>L to J Summer 2011</p> <p>School-wide RTI August, 2010 (ongoing)</p> <p>NWEA/MAP AI</p> <p>Administer assessments 1 to 1 Fall 2010</p>
Full implementation date	All fully implemented by Spring 2012
Person(s) responsible	Wahoo Administrative Team
Monitor and evaluate	Project Manager
Cost for three years	<p>Contract with data management trainer \$7,500</p> <p>Contract with L to J trainer \$6,000</p> <p>NWEA/MAP \$7,400</p>
Transformation Intervention Model – 8	
<p>Requirement(3A): Increasing learning time and creating community-oriented schools</p> <p>(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)....App A, pg 7</p>	
Activity	<p>I. Offer Zero hour/9th hour courses 7:30-8:10/3:40-4:20 = <u>+ 118/+118 hours</u></p> <p style="padding-left: 40px;">A. Enrichment; Overflow; Dual Credit</p> <p>II. Lengthen school day by 5 min = <u>14.75 hours</u></p> <p>III. Continue to offer summer school</p> <p style="padding-left: 40px;">A. Credit recovery</p> <p style="padding-left: 40px;">B. Explore enrichment</p> <p>IV. Bell to bell commitment</p> <p>V. Continue Thursday Academy for at risk students 3:45-6-30</p>
Key steps	<p>I. Identify highly qualified teachers. Offer flexible scheduling options within contract day.</p> <p>II. Create schedule to accommodate extra minutes within the school day.</p> <p>III. No new action steps needed for credit recovery summer school. Explore options for enrichment summer school.</p> <p>IV. Through discussions and data collection in PLCs, continue to monitor bell to bell instruction.</p>

	<i>V. No new action steps needed for Thursday Academy.</i>
Start Date	<i>Offer zero/9th hour August, 2012</i> <i>Lengthen school day August, 2010</i> <i>Summer School AI</i> <i>Bell to Bell commitment August, 2010</i> <i>Thursday Academy AI</i>
Full implementation date	<i>All fully implemented by May, 2013</i>
Person(s) responsible	<i>Wahoo Administrative Team</i>
Monitor and evaluate	<i>Wahoo Administrative Team</i>
Cost for three years	<i>Zero/9th hour \$14,000</i>
Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	<i>I. Needs Assessment</i> <i>A. What is lacking; What can be offered</i> <i>B. Promote/encourage outside involvement in committees (Safety/Wellness)</i> <i>II. Offer courses for all ages of learners after public school hours (Public School becomes more of a community center)</i> <i>A. Arts Fair; Friday Gallery</i> <i>B. PE/Open Gym</i> <i>C. Technology: Basic to Advanced</i> <i>III. Continue/enhance School Community Newsletter</i> <i>A. Add clubs & organizations</i> <i>B. Improve layout design</i> <i>C. Add Policy/Procedures (Handbook highlights)</i> <i>IV. Home visits</i> <i>A. Utilize 40 assets</i> <i>V. Expand Work Study Program</i>

	<p>VI. Volunteer Award</p> <p>VII. Expand Community Service Opportunities in grades 9-12</p> <p style="padding-left: 40px;">A. Social studies/Warrior Period</p> <p>VIII. Utilize community professionals in classroom to support learning and draw from larger communities (Elkhorn, Omaha, Fremont, Lincoln)</p>
<p>Key steps</p>	<p>I. Create and administer community needs assessment. Based on needs assessment results, create and offer educational opportunities for all ages.</p> <p>II. See above</p> <p>III. Continue to send out community newsletter adding sections for clubs and organizations as well as handbook highlights. Explore new layouts for design of newsletter. Explore training opportunities for newsletter editor.</p> <p>IV. Explore the options of visiting homes of students identified to be at risk of failure. Create plan for future success. Utilize 40 assets partnership/TeamMates.</p> <p>V. Expand high school work-study program to incorporate juniors on track to graduate. Relieve supervisor of some existing duties to allow for increased supervision of work-study participants.</p> <p>VI. Investigate criteria for volunteer award (NASSP). Solicit and advertise for applicants. Determine parameters of award.</p> <p>VII. Establish criteria for community service expansion for 9th and 10th graders. Provide time for planning and monitoring in Warrior Period and required social studies classes. Implementation of community service is outside of the regular school day.</p> <p>VIII. Establish criteria for community presentations within the classrooms. Compile list of available presenters and their areas of expertise. Expand list to include larger areas ie. Lincoln, Elkhorn, Fremont.</p>
<p>Start Date</p>	<p>I. Needs Assessment August, 2011</p> <p>II. Educational opportunities August, 2012</p> <p>III. Newsletter AI</p> <p>IV. Home visits August, 2011</p> <p>V. Work study August, 2011</p>

	<p>VI. Volunteer Award August, 2012</p> <p>VII. Community Services August, 2012</p> <p>VIII. Community Professionals August 2012</p>
Full implementation date	All fully implemented by May, 2013
Person(s) responsible	High School Principal and Social Studies Teachers
Monitor and evaluate	Project Manager
Cost for three years	<p>Stipends \$11,000</p> <p>Materials \$5,000</p> <p>Layout & Design professional development \$500</p>
Transformation Intervention Model - 10	
<p>Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	
Activity	<p>I. Renewed commitment to homeroom</p> <p>II. Identify students at risk of non-completion at beginning of 9th grade and any transfer-in students</p> <p style="padding-left: 40px;">a. Using homeroom structure</p> <p style="padding-left: 80px;">i. Identify student needs & interests</p> <p style="padding-left: 80px;">ii. Communicate with family</p> <p style="padding-left: 80px;">iii. Communicate with previous school</p> <p style="padding-left: 40px;">1. Student data</p> <p style="padding-left: 40px;">b. Enhance WEBSS process as early-warning system for at-risk students</p> <p>III. Offer expanded scheduling to accommodate student schedules</p>
Key steps	<p>I. Review the research with all high school staff regarding the correlation of students' connection to the school and their academic and personal success. Restate and recommit to the objectives of Wahoo High School Warrior Period (WP). Further develop relationship building and academic intervention structures within WP.</p> <p>II. Develop a procedure and an instrument: to identify individual student</p>

	<p><i>needs, personal interests and academic progress with a focus on students at risk for failure. Develop a procedure and an instrument to promote ongoing communication with the family. Develop a procedure to gather individual student data from previous schools. Add additional WEBBS coordinator position to the high school. Develop training model for coordinators and high school staff.</i></p> <p>III. Conduct needs assessment regarding need to alternate student schedule.</p>
Start Date	<p>I. Renewed commitment AI (ongoing)</p> <p>II. Identify at-risk AI (ongoing)</p> <p>III. Expanded schedule August, 2012 (See 3A)</p>
Full implementation date	All fully implemented in May, 2013
Person(s) responsible	Wahoo Public Schools Administrative Team and Warrior Period Committee
Monitor and evaluate	High School Principal and Project Manager
Cost for three years	<p>WEBBS coordinator \$1500</p> <p>Professional Development \$1500</p> <p>Materials/Supplies \$1500</p>
Transformation Intervention Model – 11	
<p>Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	
Activity	<p>I. Employ Project Manager/Data Steward to guide and direct all improvement efforts as outlined in the grant</p> <p style="padding-left: 40px;">a. Utilization of all student data</p> <p>II. Utilize ESU personnel for leadership; school improvement; data; and professional development</p>
Key steps	<p>I. Identify and conduct hiring process; develop job description; establish office/working space within the high school; provide access to all student data.</p> <p>II. Continue to work with personnel from ESU2 (staff development/school improvement), 5 (data management support), 6 (Career Academy) and 7 (ELL) throughout years 1, 2 and 3.</p>
Start Date	I. Employ Project Manager July, 2010

	<i>II. Utilize ESU personnel AI (ongoing)</i>
Full implementation date	<i>All fully implemented in May, 2013</i>
Person(s) responsible	<i>Superintendent of Wahoo Public Schools and Board of Education Project Manager</i>
Monitor and evaluate	<i>Superintendent of Wahoo Public Schools Project Manager</i>
Cost for three years	<i>Project Manager See 1B Data management support \$15,900</i>

PART B. BUDGETS

Budget - see Appendix H

Appendix A.

Process and Definitions used in identifying the persistently lowest-achieving schools

Definitions for Nebraska

School shall mean the school as used for the elementary, middle and high school designations for AYP. This does not include Rule 10 (Accreditation) Special Purpose Schools or preschools. Students being served in programs are reported in the school where they would be attending.

Secondary school shall mean any middle, junior high or senior high.

Number of years shall mean three years.

Graduation rate means the AYP Graduation Rate data from all secondary schools that is averaged for the three latest years. The initial year of identifying the persistently lowest-achieving schools will use 2005-06, 2006-07 and 2007-08 data.

Performance Rank shall mean the total number of students in the “all students” group at the proficient level in both Reading and Math divided by the total number of students enrolled a Full Academic Year (FAY as defined for AYP) in Reading and Math to determine a percent proficient for each school.

Progress Over Time Rank shall mean the total number of students in the “all students” group at the proficient level in Reading and Math for the three latest years divided by the total number of students enrolled a Full Academic Year (FAY) in Reading and Math for the three latest years to determine a percent proficient.

Weighting shall mean the performance rank will be weighted (multiplied by two) and added to the progress over time rank.

Final Rank shall mean the combination of performance rank and the progress over time rank.

Persistently lowest-achieving schools (PLAS) Identification Procedure

Performance Rank

For the initial year (2008-09 AYP data) for all schools, add the numbers of students at the proficient level in Reading to the number of students at the proficient level in Math, then divide by the total number of students enrolled a full academic year (FAY as defined for AYP) in Reading and Math to get a percent proficient. Rank the schools by this percent proficient for a performance rank.

Progress Over Time Rank

For the latest three years (initial years are 2006-07, 2007-08 and 2008-09), add the number of students at the proficient level in Reading and Math, then divide by the

number of students enrolled a full academic year (FAY) for both Reading and Math for all three years to find a percent proficient. Rank the schools by this percent proficient for a progress over time rank.

Final Rank to Determine the Persistently Lowest-Achieving Schools

The performance rank is doubled before adding to the progress over time rank. Schools are then ranked to determine a final rank and the five or 5% (whichever is greater) schools are the persistently lowest-achieving schools in each Tier.

Graduation Rate

Using the AYP graduation data for all high schools in the state for the last three years (initially, 2005-06, 2006-07, and 2007-08), calculate a PLAS graduation rate using the AYP formula.

Appendix B

ESEA Section 1003(g) School Improvement Grants

REVIEWERS RATING AND CHECKLIST

District Name: _____

County/district Number: _____

Reviewer: _____

Reviewer: _____

Date: _____

Section 1. District Level Information		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
	Cover page signed by School Board President and Authorized Representative						
Part A. Schools To Be Served							
A.1.	List of schools with a Tier identified for each						
A.2.	Optional – Tier I or Tier II school from list already started						
Part B. Descriptive Information District Level							
B.1.	District Contribution						
B.2.	District Capacity						
B.3.	Lack of capacity to serve a Tier I school						
B.4.	External Providers						
B.5.	Alignment of Programs and Services						
B.6.	Modify Practices and Policies						
B.7.	Sustain Interventions after availability of funds						
B.8.	Annual Goals						
B.9.	District support for planning and intervention						
Part C. Budget							
C.1.	Optional description of proposed activities						

C.2.	Optional Budget page for district						
D.	Assurances						
E.	Waivers checked as appropriate						
TOTAL POINTS							
Comments:							

Complete Section 2 for each school included in the application.

Name of School _____ Tier _____ Intervention Model _____

Section 2 – School Level Information		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Part A. Descriptive Information School Level							
A.1. Analysis of Need							
a)	Student Achievement and Leading Indicators						
b)	Programs/Services Profile						
c)	Staff Profile						
d)	Curriculum/Instructional Practices						
e)	System Profile						
f)	Process						
A.2. Action Plans Complete by Intervention Model							
A.3. Action Plan for Tier III							
Part B. Budget							
	3 years for each model						
	Summary Budget						

Checklist for TURNAROUND INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Required Activities						
(a)(1)(i) operational flexibility						
(a)(1)(ii) measure effectiveness						
(a)(1)(iii) increased opportunities						
(a)(1)(iv) ongoing prof. development						
(a)(1)(v) new governance						
(a)(1)(vi) data driven instructional program						
(a)(1)(vii) continuous use of student data						
(a)(1)(viii) increased learning time						
(a)(1)(ix) services & supports for students						
Permissible Activities:						
(a)(2)(i)(A) additional compensation						
(a)(2)(i)(B) system for measuring changes						
(a)(2)(i)(C) consent to accept teacher						
(a)(2)(ii) new school model						
AVERAGE POINTS FOR REQUIREMENTS						

Checklist for RESTART INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Required Activities						
(b) Convert school or reopen as a charter						

Checklist for SCHOOL CLOSURE INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Required Activities</u>						
(c) School Closure						

Checklist for TRANSFORMATION INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Required Activities</u>						
(d)(1)(i)(A) replace principal						
(d)(1)(i)(B) evaluation systems for teachers & principals						
(d)(1)(i)(C) reward school leaders						
(d)(1)(i)(D) ongoing professional development						
(d)(1)(i)(E) recruit/retain staff with necessary skills						
<u>Permissible Activities:</u>						
(d)(1)(ii)(A) attract/retain staff with necessary skills						
(d)(1)(ii)(B) institute a system for measuring changes						
(d)(1)(ii)(C) mutual consent for hiring teachers						
<u>Required Activities</u>						
(d)(2)(i)(A) use of data for implementing program						
(d)(2)(i)(B) continuous use of student data						
<u>Permissible Activities:</u>						
(d)(2)(ii)(A) conducting periodic reviews						
(d)(2)(ii)(B) implementing schoolwide RTI model						
(d)(2)(ii)(C) provide additional supports/prof. Development						
(d)(2)(ii)(D) technology based supports/interventions						
(d)(2)(ii)(E)(1) increase rigor in secondary schools						
(d)(2)(ii)(E)(2) student transition						
(d)(2)(ii)(E)(3) increase graduation rates						
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						
<u>Required Activities</u>						
(d)(3)(i)(A) strategies to increase learning time						
(d)(3)(i)(B) ongoing family/community engagement						
<u>Permissible Activities:</u>						

(d)(3)(ii)(A) partnering to create safe school environments						
(d)(3)(ii)(B) restructuring the school day						
(d)(3)(ii)(C) improve school climate and discipline						
(d)(3)(ii)(D) full-day kdg or pre-kdg						
Required Activities						
(d)(4)(i)(A) flexibility to increase graduation rates						
(d)(4)(i)(B) ongoing, intensive TA/support						
Permissible Activities:						
(d)(4)(ii)(A) new governance arrangement						
(d)(4)(ii)(B) budget weighted based on student needs						
AVERAGE POINTS FOR REQUIREMENTS						

Checklist for Tier III Schools with Title I Accountability Plans *AI = Already started or implemented Briefly list activities from the Action Plans	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
AVERAGE POINTS						

**2007-2008 State of the Schools Report
A Report on Nebraska Public Schools**

SCHOOL DISTRICT: WAHOO PUBLIC SCHOOLS

SCHOOL BUILDING: WAHOO HIGH SCHOOL

▶ [School Profile](#)

**School Profile
2007 - 2008**

School Characteristics			
School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	37.33%	34.74%	24.41%
English Language Learners Percentage	6.47%	0.90%	0.00%
Mobility Percentage	12.38%	10.02%	8.03%
Enrollment	290,767	927	299

Percentage of Students Meeting Standards - Reading	
Grades	11
All Students (including ELL and Special Education)	87.67%
Special Education Students	*
English Language Learners	▲
Gender	
Male	97.30%
Female	77.78%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	89.23%
Black, Not Hispanic	*
Hispanic	*
Free / Reduced Priced Meals	94.12%
Migrants	▲

Percentage of Students Meeting Standards - Mathematics	
Grades	11
All Students (including ELL and Special Education)	85.92%
Special Education Students	*
English Language Learners	▲
Gender	
Male	83.78%
Female	88.24%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	87.50%
Black, Not Hispanic	*
Hispanic	*
Free / Reduced Priced Meals	76.47%
Migrants	▲

Percentage of Students Meeting Standards - Science	
Grades	11
All Students (including ELL and Special Education)	100.00%
Special Education Students	*
English Language Learners	▲
Gender	
Male	100.00%

Female	100.00%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	100.00%
Black, Not Hispanic	*
Hispanic	*
Free / Reduced Priced Meals	100.00%
Migrants	▲

Percentage of Students Meeting Standards - Writing	
	11
<u>All Students (including ELL and Special Education)</u>	97.22%
<u>Special Education Students</u>	*
<u>English Language Learners</u>	*
Gender	
<u>Male</u>	97.22%
<u>Female</u>	97.22%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	*
<u>White, Not Hispanic</u>	98.44%
<u>Black, Not Hispanic</u>	*
<u>Hispanic</u>	*
<u>Free / Reduced Priced Meals</u>	94.44%
<u>Migrants</u>	N / A

- * Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
 - 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP	
AYP	High
Reading	
All students	MET
American Indian/Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	MET
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	~
Special Education Students	*
English Language Learners	*
Math	
All students	MET
American Indian/Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	MET
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	~
Special Education Students	*
English Language Learners	*
No Child Left Behind Qualified Teachers	100.00%

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

~To be included for AYP determinations, a group must have at least 30 students.

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SCHOOL BUILDING: WAHOO HIGH SCHOOL

▶ [School Profile](#)

School Profile

2008 - 2009

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	38.35%	31.57%	24.23%
English Language Learners Percentage	6.31%	0.90%	0.00%
School Mobility Rate	12.02%	9.83%	7.17%
Enrollment	292,030	928	293

Percentage of Students Meeting Standards - Reading	
Grades	11
All Students (including ELL and Special Education)	73.91%
Special Education Students	*
English Language Learners	▲
Gender	
Male	69.23%
Female	80.00%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	74.60%
Black, Not Hispanic	*
Hispanic	*
Free / Reduced Priced Meals	62.50%
Migrants	▲

Percentage of Students Meeting Standards - Mathematics	
Grades	11
All Students (including ELL and Special Education)	88.41%
Special Education Students	*
English Language Learners	▲
Gender	
Male	82.05%
Female	96.67%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	87.30%
Black, Not Hispanic	*
Hispanic	*
Free / Reduced Priced Meals	93.75%
Migrants	▲

Percentage of Students Meeting Standards - Science	
Grades	11
All Students (including ELL and Special Education)	88.41%
Special Education Students	*
English Language Learners	▲
Gender	
Male	82.05%

Female	96.67%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	87.30%
Black, Not Hispanic	*
Hispanic	*
Free / Reduced Priced Meals	93.75%
Migrants	▲

Percentage of Students Meeting Standards - Writing	
	11
<u>All Students (including ELL and Special Education)</u>	92.06%
<u>Special Education Students</u>	*
<u>English Language Learners</u>	*
Gender	
<u>Male</u>	88.24%
<u>Female</u>	96.55%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	*
<u>White, Not Hispanic</u>	91.67%
<u>Black, Not Hispanic</u>	*
<u>Hispanic</u>	*
<u>Free / Reduced Priced Meals</u>	91.67%
<u>Migrants</u>	N / A

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP	
AYP	High
Reading	
All students	MET
American Indian/Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	MET
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	≈
Special Education Students	≈
English Language Learners	*
Math	
All students	MET
American Indian/Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	MET
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	≈
Special Education Students	≈
English Language Learners	*
No Child Left Behind Qualified Teachers	N / A

* Data was masked to protect the identity of students using one of the following criteria:
 1) Fewer than 10 students were reported in the grade or standard.
 2) All students were reported in a single performance category.

~ To be included for AYP determinations, a group must have at least 30 students.

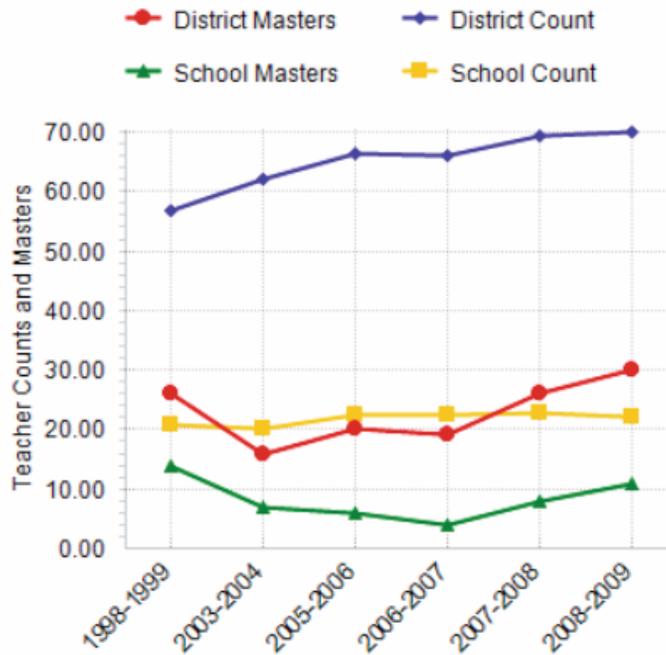
**2008-2009 State of the Schools Report
A Report on Nebraska Public Schools**

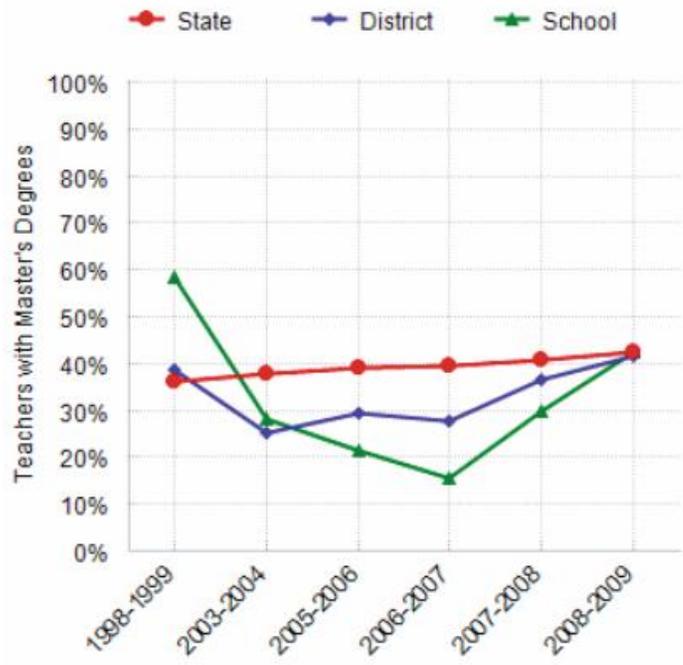
SCHOOL DISTRICT: WAHOO PUBLIC SCHOOLS

SCHOOL BUILDING: WAHOO HIGH SCHOOL

▸ Teachers

Percentage and Count of Teachers with Master's Degrees

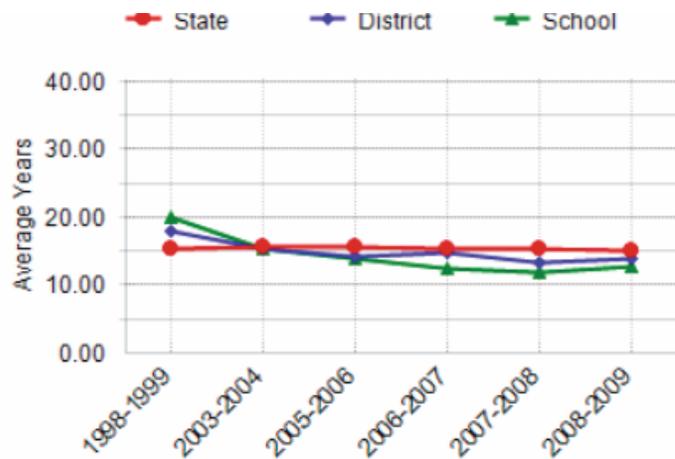




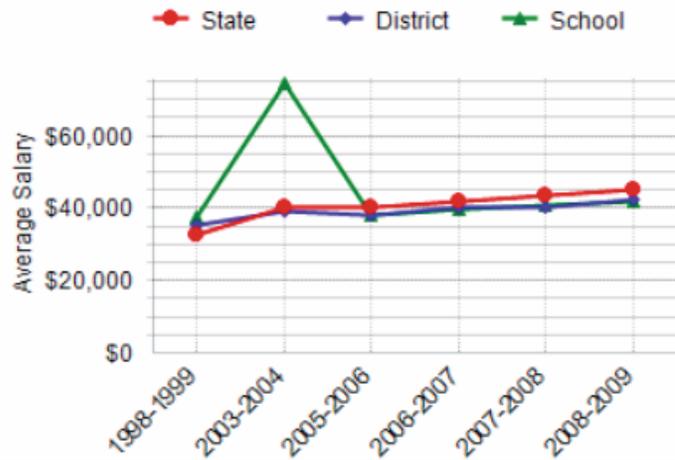
Teachers Count and Teachers with Master's Degree									
Years	Total Teacher Count			Total Teachers with Master's Degrees			Percentage of Teachers with Master's Degrees		
	State	District	School	State	District	School	State	District	School
1998-1999	19,907.64	56.95	20.69	8,391.00	26.00	14.00	36.04%	38.81%	58.33%
2003-2004	19,949.98	62.20	20.19	7,774.00	16.00	7.00	38.00%	25.00%	28.00%
2005-2006	23,586.92	66.50	22.55	9,610.00	20.00	6.00	39.08%	29.41%	21.43%
2006-2007	23,839.21	66.05	22.53	9,833.00	19.00	4.00	39.65%	27.94%	15.38%
2007-2008	24,193.13	69.30	22.64	10,242.00	26.00	8.00	40.80%	36.62%	29.63%
2008-2009	24,331.56	70.00	22.26	10,712.00	30.00	11.00	42.41%	41.67%	42.31%

Average Years of Teaching Experience

Average Years of Teaching Experience			
Years	State	District	School
1998-1999	15.39	17.99	20.13
2003-2004	15.59	15.28	15.48
2005-2006	15.62	14.32	13.82
2006-2007	15.49	14.76	12.35
2007-2008	15.30	13.30	11.81
2008-2009	15.19	13.88	12.88



Average Teacher Salary



Years	State	District	School
1998-1999	\$32,878	\$35,211	\$37,696
* 2003-2004	\$40,090	\$39,344	\$74,651
2005-2006	\$40,382	\$38,282	\$38,288
2006-2007	\$42,080	\$40,295	\$39,550
2007-2008	\$43,629	\$40,177	\$40,766
2008-2009	\$44,968	\$42,209	\$41,709

* Salary for 2003-2004 uses a new calculation. Click on Data Definitions & Explanations.

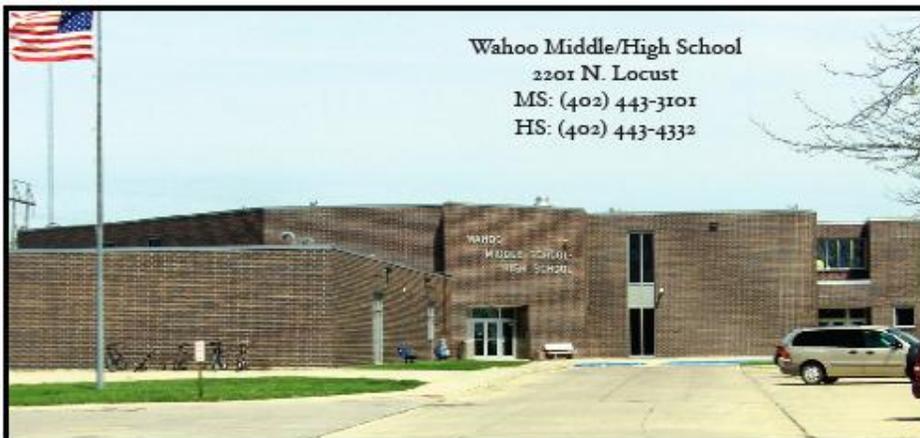
Wahoo Public Schools

Wahoo, Nebraska
www.wahooschools.org

“Developing Capable and Responsible Life-Long Learners”



School Profile



2008-2009

Continuous School Improvement

Advisory Committee Members

Edward Rastovski, Superintendent erastovski@aol.com

Chris Arent, High School Principal carent@esu2.org

Jason Libal, Middle School Principal jlibal@esu2.org

Jane Wiebold, Elementary Principal jwiebold@esu2.org

Sue Heine, Curriculum Director sheine@esu2.org

Heidi Hoffmann, Special Education Director hhoffmann@esu2.org

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John Harris jharris@esu2.org

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Appendix 1 - School Improvement Timeline

Appendix 2 - CLI Long Range Plan

Appendix 3 - School Improvement Action Plan-Math

Appendix 4 – School Improvement Action Plan-Reading

MISSION STATEMENT

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

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

Communication Skills

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

Social Skills

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

Applied Skills

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

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

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

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

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

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

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

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

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

SCHOOL DISTRICT COMMUNITY

SCHOOL

Wahoo Public Schools is a rural school district located 30 miles west of Omaha and 30 miles north of Lincoln. The Elementary building is on the same campus as the High School and Middle School. The buildings are located on the north edge of the community. The campus covers approximately 40 acres of land. The school district enrollment grades PK-12 is approximately 932 students. The district provides a Head Start/Special education Preschool that serves Saunders County and provides an Alternative High School. The administrative team consists of a superintendent, three principals, curriculum director and special education director.

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

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

TEACHERS

	Count	Ethnicity (non- white)	Master's Degree %	Average years of Experience	Qualified (endorsed in area taught-HS)	Student teacher ratio	NCLB Qualified
2008-09	70	1	41.67%	13.88	96.36%	13.3	100%
2007-08	69.3	N/A	36.62%	13.30	98.83%	12.5	100%
2006-07	66	0	27.94%	14.76	98.40%		99.5%
2005-06	66	0	29.41%	14.32	98.01%		N/A
2004-05	64	0	27.27%	14.73	97.30%		N/A

The Elementary (opened in August 2002) has an enrollment of approximately 420 students in kindergarten through fifth grade including 19 option enrollment students. We have a dedicated elementary staff of 35 certified teachers, 15 support staff, a counselor (.6 FTE), 2 secretaries and a principal. Head Start/Special Education Preschool is housed in this facility and has 40 students, 4 certified teachers and 7 support staff. We have a joint Parent Teacher Organization with the Middle School dedicated to supporting our students and schools.

Wahoo Middle School is located on the 2nd floor of the high school building. The current enrolment is approximately 195 students in grades 6-8 including 12 option enrollment students. We have a dedicated staff (some of whom are shared) of 19 certified teachers, 4 support staff, a secretary, shared counselor (.5 FTE) and a principal. Students participate in an 8 period day, consisting of 6 core classes, 1 period of exploratory and one elective period.

Wahoo High School has approximately 300 students in grades 9-12 including 26 option enrollment students. This includes an Alternative School designed to accommodate a student enrollment of 15. The Alternative School is a voluntary placement for students and community schools can

purchase slots for their students. We have a dedicated staff (some of whom are shared) of 25 certified teachers, 5 support staff, 2 secretaries, and a counselor. We have an eight period day with a split lunch. Students are required to enroll in seven out of eight classes unless they have earned START, are in a work-study program, credit recovery program or participate in the Southeast Career Academy Program.

District wide shared staff includes an activities director, curriculum director, special education director, media specialist, school psychologist and a technology specialist. Our custodial staff of 7 provides a clean and safe environment for our students as well as positive interaction with our students.

STAFF

	Admin	Certificate d Staff	Support Staff	Counselor	Clerical	Custodial	Other
District Office	3				2	2	4
Preschool /Sped		4	7				
Elementa ry	1	34 + (1 shared)	16	.6	2	2	
Middle School	1	12 + (8 shared)	3	.5	1	2shared w/HS	
High	1	27	8	1	2	2shared	

School						w/MS	
--------	--	--	--	--	--	------	--

COMMUNITY

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

U.S. Highway 77 serving Wahoo became a four-lane expressway in 2004.

The 700 acre Lake Wannhoo is expected to be completed in 2010, adding boating, fishing and camping to the area.

2007 statistics:

Wahoo population: 3, 994 (increase of 1.3% from 2000)

Saunders County population: 20,184 (increase of 1.8% from 2000)

Median age of Saunders County is 40.1 years.

Saunders County has a labor force of 10,029, and an unemployment rate of 2.9%.

2007 School Property tax rate is: \$1.02

Bonded indebtedness of the school: \$6,200,000.

ACCREDITATION AND CONTINUOUS SCHOOL IMPROVEMENT HISTORY

Wahoo Public Schools is accredited by the State of Nebraska and Wahoo High School also holds regional accreditation from the North Central Association. Wahoo High School was awarded its Century Accreditation in 2010.

2004-2005	<ul style="list-style-type: none"> -Curriculum alignment-CLI model -Data collection -Profile completion -External team review -Goals selected -Mission revisited
2005-2006	<ul style="list-style-type: none"> -Researched interventions & strategies -Learning teams established -Staff development related to interventions -Completed SIP draft -Goals, Interventions, Strategies
	<p>SIP Goals:</p> <p>All students will improve in math problem solving.</p> <p>To improve reading comprehension in all</p>

	curricular areas.
2006-2007	-Implemented SIP -Collected data, documentation
2007-2008	-Implemented SIP -Collected data, documentation
2008-2009	-Celebrate -Analyze trend data -External review -Evaluate status of all interventions/ strategies -Make decisions concerning goals for future
2009-2010	-Data collection-ongoing -Profile update -Action Plan update -School/community input-Standards Assessment Review
	SIP Goals: To improve reading comprehension in all curricular areas. Math Focus: To be identified by PLC teams (2009)

School Improvement Timeline

see Appendix 1

CLI-Long Range Plan

see Appendix 2

School Improvement Action Plan-Math

see Appendix 3

School Improvement Action Plan-Reading

see Appendix 4 (901 format)

STUDENT CHARACTERISTICS

	FRL	Mobility	ELL	Special Ed	Grad. Rate	Drop Out Rate	Attend. Rate
2009-2010							
2008-2009	31.57%	9.83	.90%	↑ 15.93%	N/A	N/A	↑95.85%
2007-2008	34.74%	10.02%	.90%	14.86%	↑94.20%	1.40%	↑95.89%
2006-2007	34.23%	8.31%	.79%	↑ 16.63%	↑92.31%	.69%	↑95.68%
2005-2006	↑ 38.49%	11.25%	1.61%	14.47%	↑98.65%	0%	↑95.03%
2004-2005	34.65%	4.54%	1.05%	14.67%	↑93.75%	1.22%	↑97.16%

↑ Above State Average

Programs

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

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

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

Head Start Pre-school Education

All-day everyday Kindergarten

Full Special Education Program with Inclusion

Gifted Education (HAL)

WEBSS (Student Assistance Team)

Saunders County Spelling Bee

Alternative High School

Dual enrollment w/college

Inclusion Speech Therapist

Inclusion Occupational Therapist

Distance Learning Lab

WHS Book Club

Odyssey Ware-On-Line Courses

Wahoo Public Schools is open to Foreign Exchange students. We had one student enrolled for the 2008-09 school year and another student enrolled for Jan-May 2009. Both were from Germany.

The Curriculum and Instructional sequence for Wahoo Public Schools was developed with the help of the Nebraska Department of Education, Educational Service Unit 2 and the local school improvement team. After aligning the curriculum using the CLI process, High Achievement Outcomes were written for all content areas at each grade level. Resources were selected and summative assessments were developed. At this time, implementation of strategies for school improvement goals and HAOs are being reviewed and validated. The authentic curriculum of the district is housed on Curriculum Mapper giving horizontal and vertical teams access to living curriculum documents for team review, discussion and planning.

Graduation Requirements

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

A. REQUIRED COURSES

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

- | | | | |
|-----------|-------------------------------------|--|------------------------------|
| 3. | SCIENCE | 3 years (6 semesters) | 30 credits |
| 4. | SOCIAL STUDIES | 3.5 years (7 semesters) | 35 credits |
| | | includes *World Geography (S1 & S2) | |
| | | *World History (S1 & S2) | |
| | | U.S. History (S1 & S2) | |
| | | American Government (1 semester) | |
| | | <i>Class of 2009 only:</i> option of two Social Studies Electives (2 semesters) in place of World Geography year-long requirement. | |
| 5. | PHYSICAL EDUCATION | 1 year (2 semesters) | 10 credits |
| 6. | FINE ARTS | 1 year (2 semesters) | 10 credits |
| 7. | BUSINESS &/or TECHNOLOGY | 1 year (2 semesters) | 10 credits |
| 8. | LIFE SKILLS | 1/2 year (1 semester) | 5 credits |
| 9. | ELECTIVES | (16- *14 **13 semesters) | 80-*70 - **65 credits |

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

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

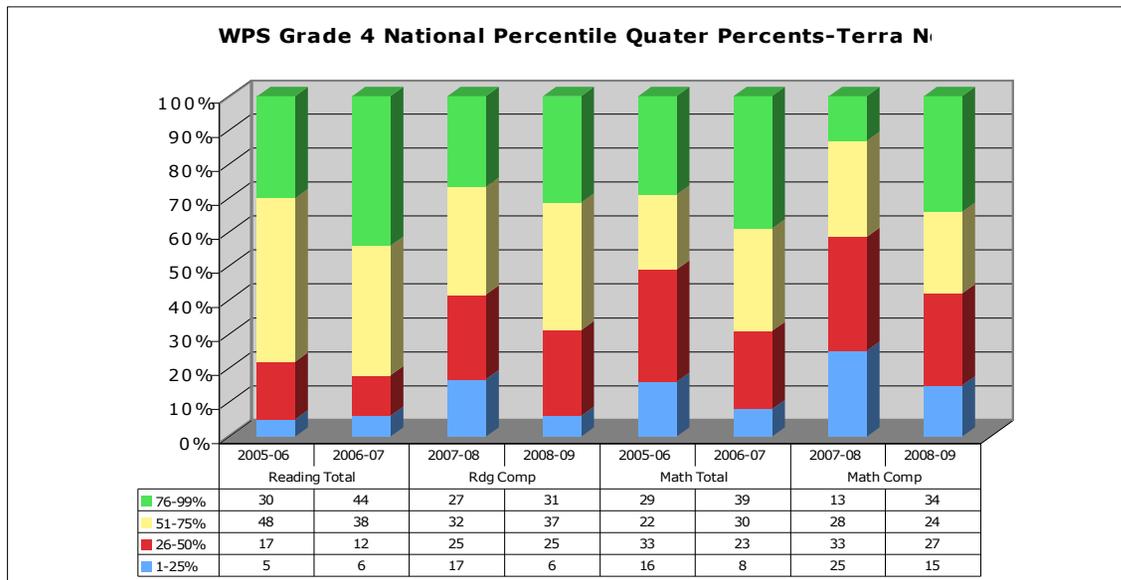
Assessments

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

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

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

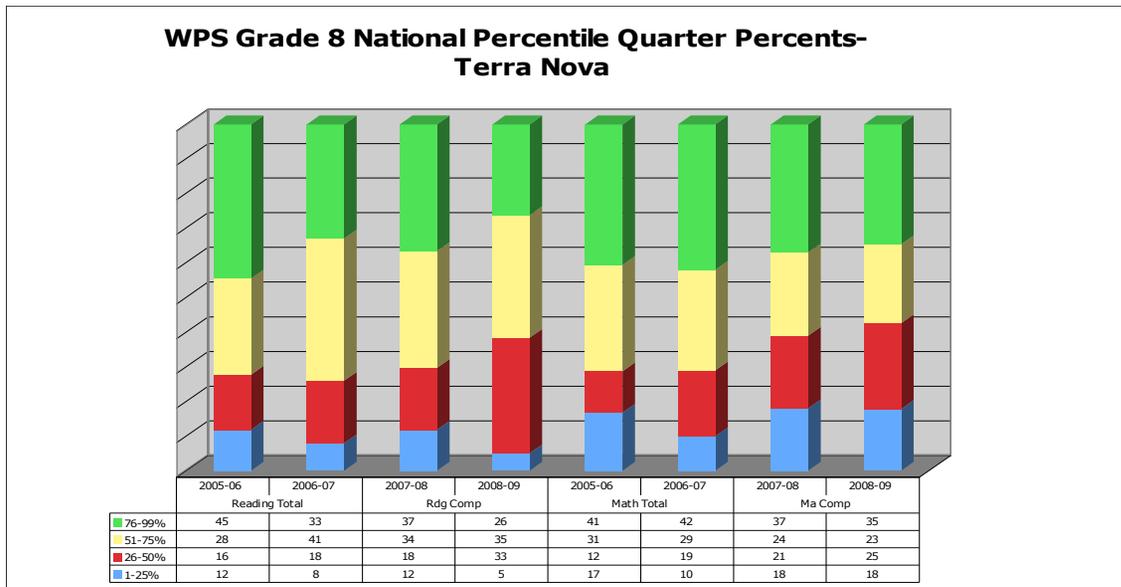
Norm Referenced Assessments



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

Analysis:

(to be added when analysis is conducted by School Improvement team)

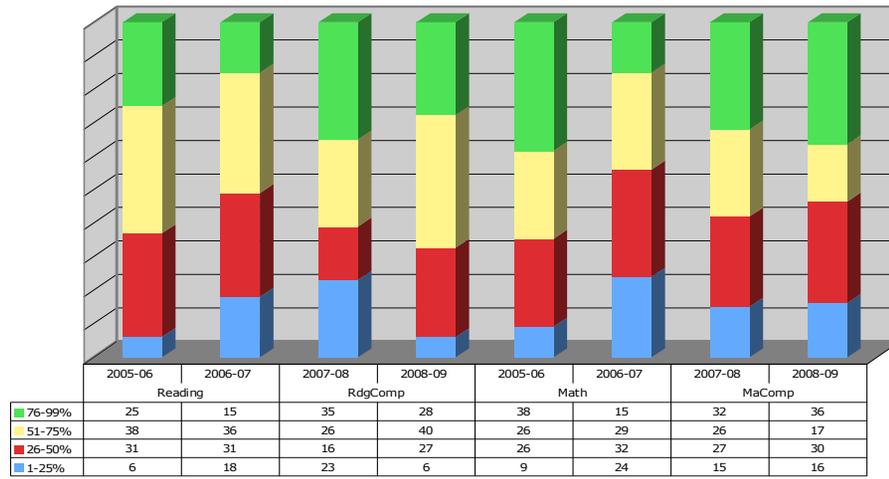


*Note: 2007-2008 scores are based on the newly normed Terra Nova 3.

Analysis:

(to be added when analysis is conducted by School Improvement team)

**WPS Grade 10 National Percentile Quarter Percents
Terra Nova**



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

Further note: Grade 10 data is used to provide trend data. We will use grade 11 data when three years of data is available.

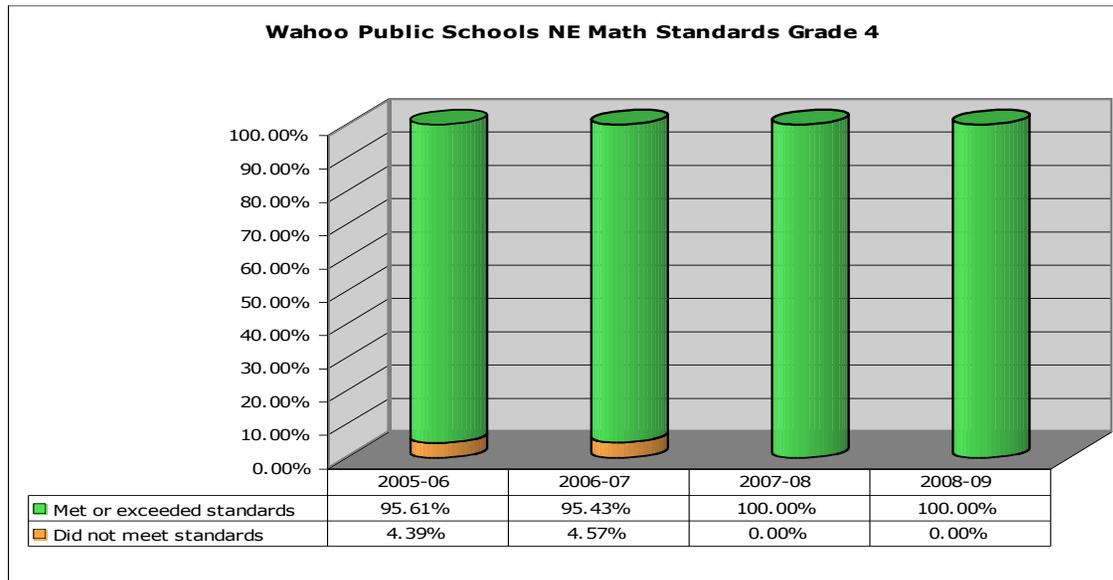
Analysis:

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

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

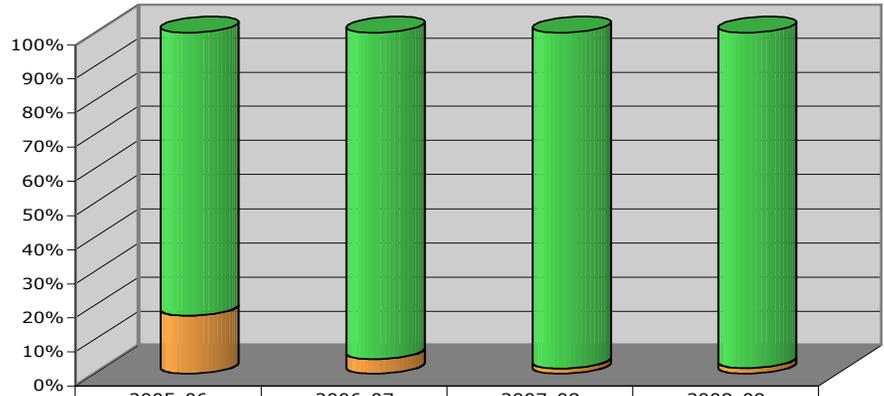
Criterion Referenced Assessments

Mathematics



Analysis

Wahoo Public Schools NE Math Standards Grade

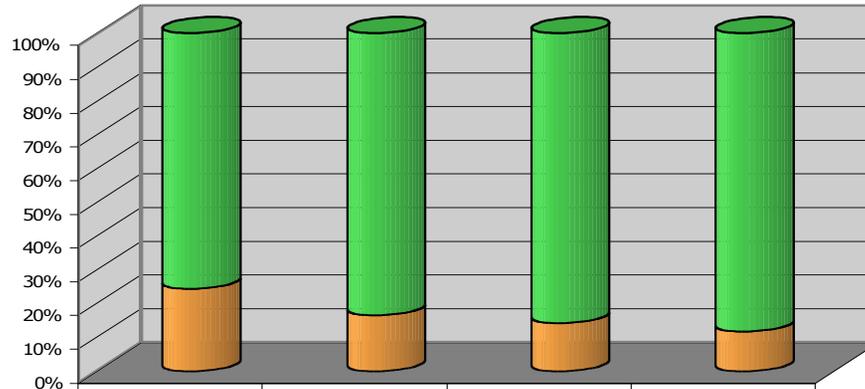


	2005-06	2006-07	2007-08	2008-09
Met or exceeded standards	82.96%	95.67%	98.51%	98.39%
Did not meet standards	17.04%	4.33%	1.49%	1.61%

Analysis

(to be added when analysis is conducted by School Improvement team)

Wahoo Public Schools NE Math Standards Grade 11



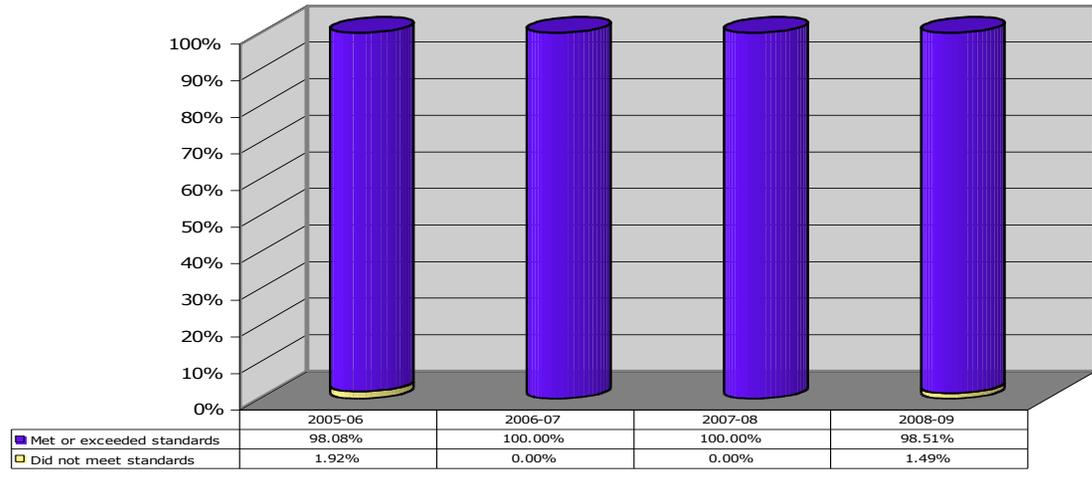
	2005-06	2006-07	2007-08	2008-09
Met or exceeded standards	75.67%	83.56%	85.92%	88.41%
Did not meet standards	24.33%	16.44%	14.08%	11.59%

Analysis

(to be added when analysis is conducted by School Improvement team)

Reading

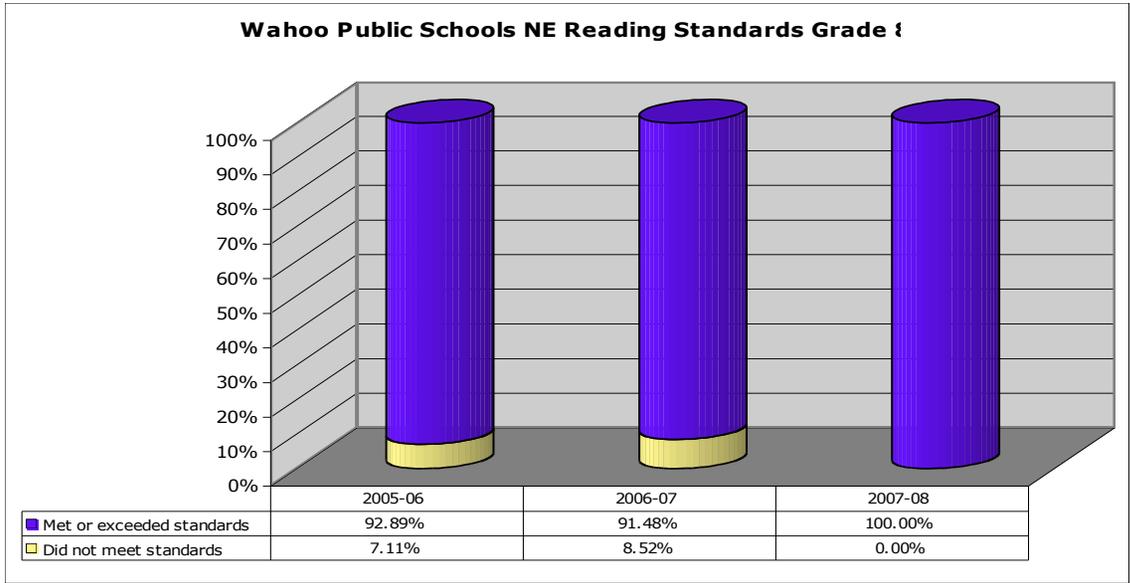
Wahoo Public Schools NE Reading Standards Grade 4



Analysis

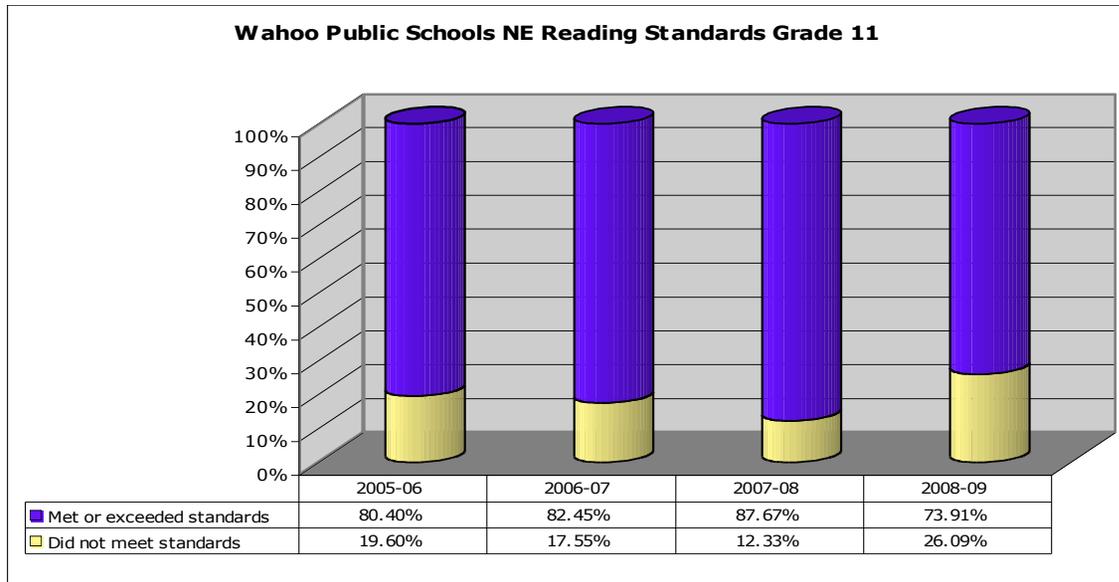
(to be added when analysis is conducted by School Improvement team)

Wahoo Public Schools NE Reading Standards Grade 4



Analysis

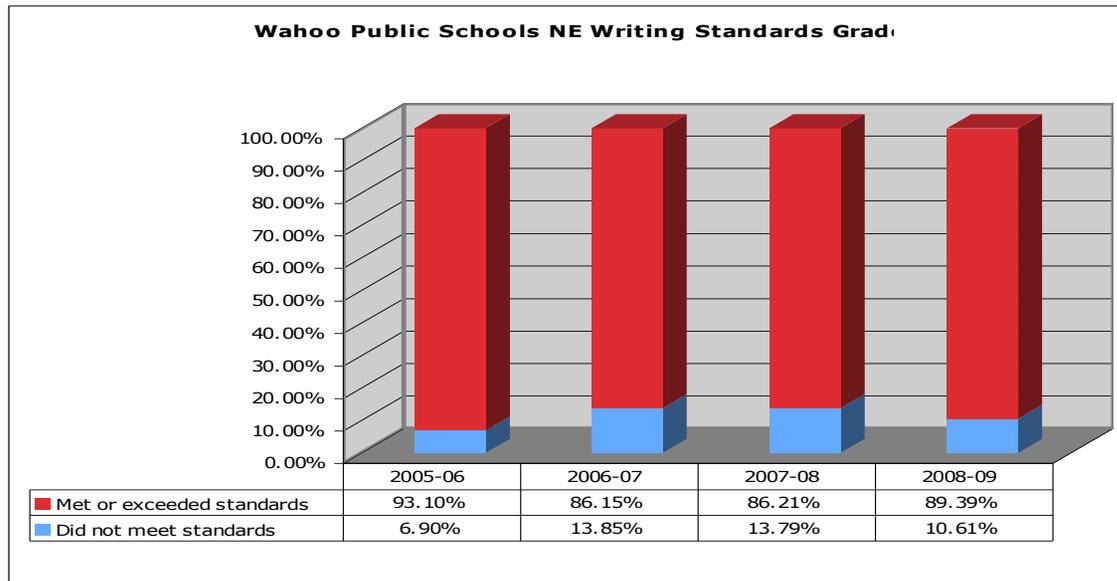
(to be added when analysis is conducted by School Improvement team)



Analysis

(to be added when analysis is conducted by School Improvement team)

Writing

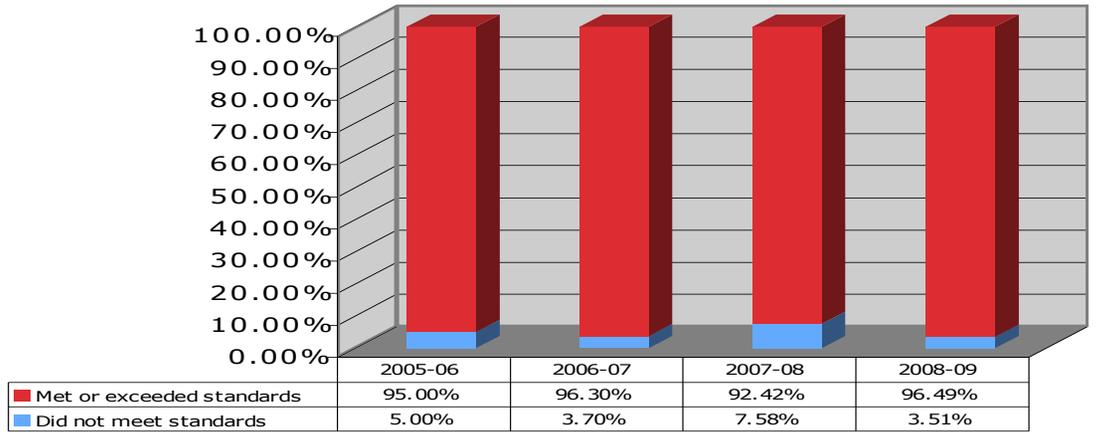


**Note: 2007-2008 scores are based on the newly normed Terra Nova 3.*

Analysis

(to be added when analysis is conducted by School Improvement team)

Wahoo Public Schools NE Writing Standards Grade 8

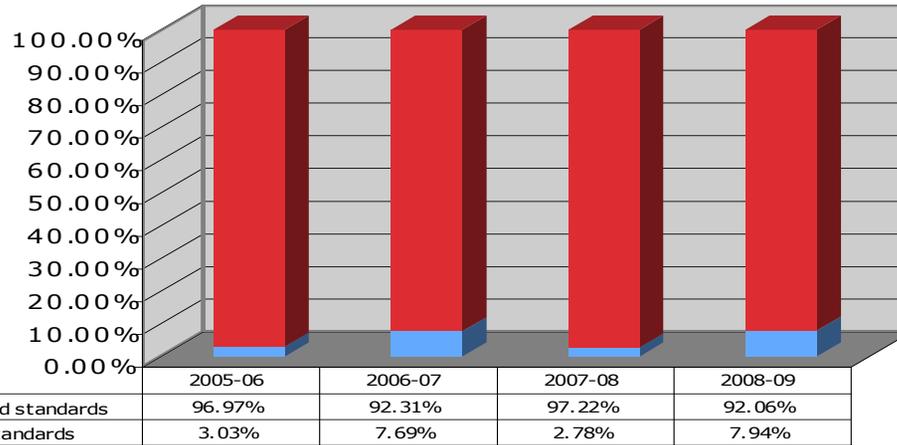


**Note: 2007-2008 scores are based on the newly normed Terra Nova 3.*

Analysis

(to be added when analysis is conducted by School Improvement team)

Wahoo Public Schools NE Writing Standards Grade 11

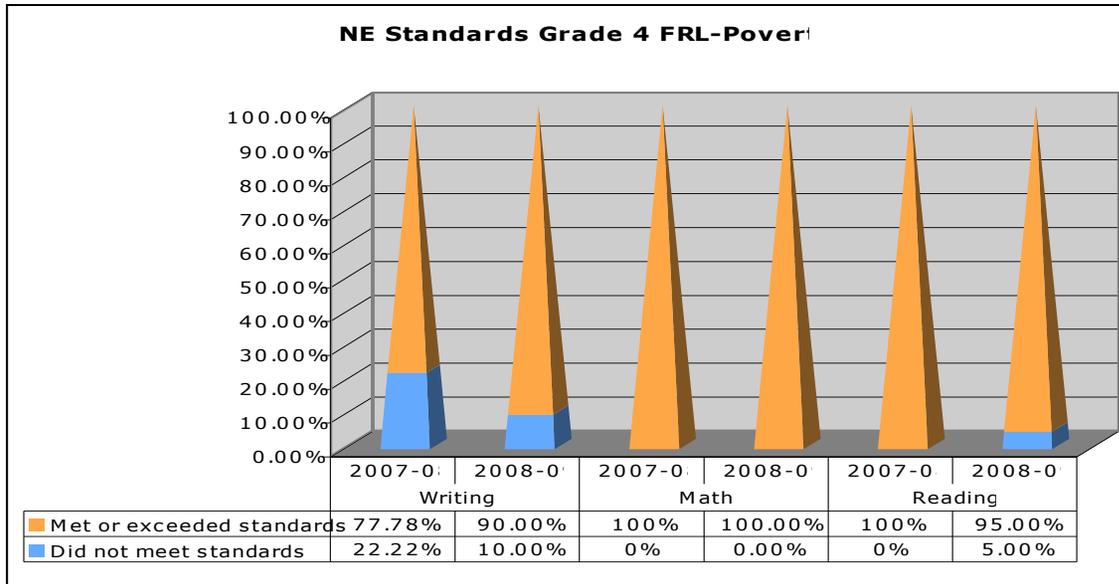


**Note: 2007-2008 scores are based on the newly normed Terra Nova 3.*

Analysis

(to be added when analysis is conducted by School Improvement team)

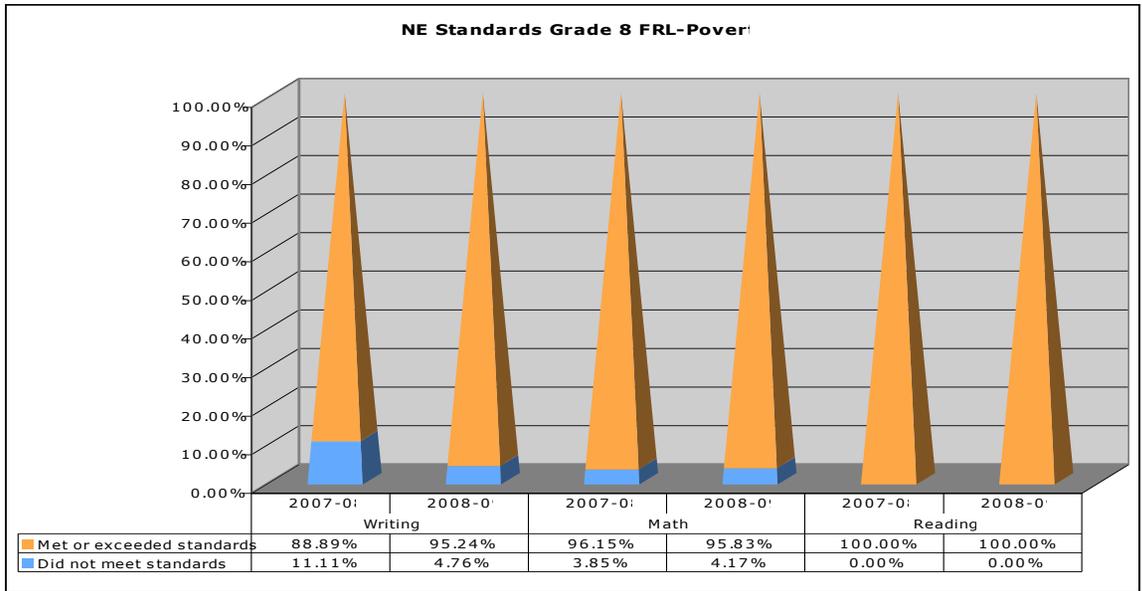
Nebraska Standards and Students of Poverty



Analysis

(to be added when analysis is conducted by School Improvement team)

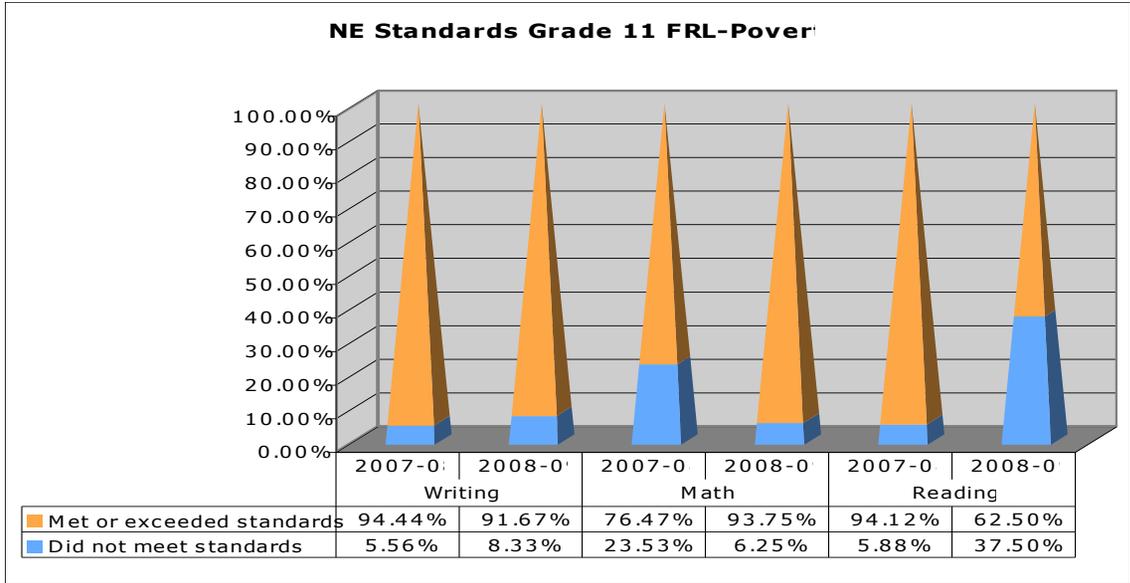
Grade 4 NE Standards Assessment data was disaggregated to reveal performance level of students of poverty.



Analysis

(to be added when analysis is conducted by School Improvement team)

Grade 8 NE Standards Assessment data was disaggregated to reveal performance level of students of poverty.



Analysis

(to be added when analysis is conducted by School Improvement team)

Grade 11 NE Standards Assessment data was disaggregated to reveal performance level of students of poverty.

UNIQUE LOCAL INSIGHTS

In 2003-2004 parents, students and staff were surveyed to gain information about the climate of the district and perspectives on strengths and district needs. Graphs and analysis of that data can be located in the 2003-2004 profile.

This process was repeated during the fall 2010 parent/teacher conference to update this perceptual data. The 2010 instrument was designed to align with previous survey questions and incorporate correlates of effective schools. A summary of the interpretation of 2003-04 data will be included in this report until the 2010 analysis has been completed.

Perceptual Data

Parent Survey Wahoo Elementary 2003-2004

Interpretation of Data:

Overall, parents of Wahoo Elementary students indicated a positive attitude about their child's education. The response range in all areas (receiving a good education; safe at school; appropriate activities provided; discipline used as a teaching/learning tool; staff and principal play a positive role) was from 3.12 to 3.69 on a 4.00 scale. The greatest concern was expressed in the area of rules and discipline procedures. This area should have been reviewed to determine if improvement was needed.

Parent Survey Wahoo Middle and High School 2003-2004

Interpretation of Data:

Overall, parents of Wahoo Middle School students indicated a positive attitude about their child's education. The response range in all areas was from 3.04 to 3.47 (MS) and from 2.57-3.46 (HS) on a 4.00 scale. The greatest concern was expressed in the area of communication with parents. This area should have been reviewed to determine if improvement was needed.

Student Survey Wahoo Elementary 2003-2004

Student data included an analysis; but not an interpretation.

K-1: The data indicated that one hundred fifteen (115) kindergarten and first graders feel like their teachers like to teach them new things. One hundred and seven (107) students indicated: they treat others nicely, adults at school are kind to them and they know their classroom rules.

2-3: The data indicated that ninety-four (94) of the second and third graders stated they believe that their teachers believe they can learn. Eighty-five (85) stated they know and understand the classroom rules and are proud of their school.

4-5: The data indicated that one hundred twenty-one (121) fourth and fifth graders feel their teachers enjoy teaching and ninety-one (91) of the students said they were capable of learning new material. Eight-nine (89) students reported their families were interested in their learning.

Student Survey Wahoo Middle School 2003-2004

Student data included an analysis; but not an interpretation.

The data indicated that one hundred thirty-five (135) middle school students expect them to give their best effort on their schoolwork. One hundred and seven (107) students stated they were capable of learning new material. One hundred and six (106) students stated that the adults at school use their names when they speak to them.

Student Survey Wahoo High School 2003-2004

Student data included an analysis; but not an interpretation.

The data indicates that two hundred and one (201) high school students said that their teachers expect them to give their best effort on their schoolwork. One hundred and twenty-five (125) students stated they were capable of learning new material. One hundred and eighteen (118) students stated the adults at school use their names when they are spoken to.

Staff Survey Wahoo Elementary 2003-2004

Overall, staff of Wahoo Elementary School indicated a positive attitude about the school system. The response range in all areas was from 2.37 to 3.79 on a 4.00 scale. The greatest concern was expressed in the area of training and staff development. This area should have been reviewed to determine if improvement was needed.

Staff Survey Wahoo Middle School 2003-2004

Overall, the Middle School staff indicated many areas of concern. These areas should have been reviewed by the school improvement committee to see if the perceptions were valid. The greatest area of concern was indicted in the library media materials and center question. The response range in all other areas was between 2.50 and 3.67 on a 4.00 scaled indicating a generally positive attitude toward students and Wahoo Public Schools.

Staff Survey Wahoo High School 2003-2004

Overall, staff of Wahoo High School indicated a positive attitude about the school system. The response range was from 2.40 to 3.72 on a 4.00 scale. The greatest concern was expressed in the area of training and staff development. This area should have been reviewed to determine if improvement was needed.

Staff Development

Wahoo Public Schools provided five half days and five full days for staff development in 2008-2009. Staff Development focused on Harry Wong-Classroom Management; DuFour-PLC Development; Differentiated Instruction; Marzano's nine strategies and Curriculum Mapping-Authentic curriculum. Six days of staff development were provided in 2009-2010. The 2008-2009 focus was continued with additional emphasis on literacy training, instructional technology, reading across the curriculum, creating support for all students and the school improvement process. Additional time was spent outside of contract hours on implementation of Reading Strategies and alignment of Language Arts standards. Madeline Hunter-Instructional Design is held as a standard at Wahoo Public Schools and assistance is provided for teachers in need. Additional assistance is provided in Angel e-Learning, Odyssey Ware, clicker technology, PowerSchool and other content specific learning opportunities. Teachers have traditionally been provided release time to attend state and ESU workshops. Twenty-eight (28) staff members participated in DuFour-Professional Learning Communities at Work training in the summer of 2007 and have facilitated the implementation of PLCs in the district. Two stipend days have been provided for all staff outside of the school calendar for curriculum work.

Calendar

Wahoo Public Schools has 181 student days/190 staff days built into the 2009-2010 school calendar beginning on August 19 and ending on May 27. There are 4 snow/emergency days included in these numbers. We will be in session 177 student days/186 staff days so if no snow or emergency days are used during the year, the days in excess of 177/186 will be removed from the end of the calendar.

The elementary school day begins at 8:10 and ends at 3:05. The middle school and high school day begins at 8:12 and ends at 3:25. There is a bus transportation system that brings students to school and back home from rural routes and in-town stops.

Instructional

Since the implementation of the PLCs, the staff has had a means to communicate district wide the goals and visions of our school. Changes are being made to improve student achievement and implementing technology such as Angel Learning and PowerSchool. The students have responded positively to the use of the computer and “clicker” technology in the classrooms. It is the goal of our technology director to continue to add to the systems we currently have to provide the most up to date programs throughout the district.

Parents appreciate the ability to access their child’s activity at school on the website and their grades on PowerSchool. High School home-rooms, Warrior Period, is a time the goal strategies can be introduced and other community building activities can take place with the students.

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

DISTRICT AND COMMUNITY RESOURCES

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

District #39 community resources that support our school and students include: Community organizations: *Kiwanis *Lions Club *Wahoo Chamber of Commerce *The Greater Wahoo Development *Saunders County Medical Center *Community Chest-United Way. These organizations provide wonderful activities and opportunities for children in our community.

Holiday events such as Easter egg hunts; 4th of July games and activities; Halloween parade; and Christmas parade; are sponsored by the Kiwanis, Lion's and Chamber office.

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

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

The Saunders County Medical Center, Public Library, Union Bank and JEO support the Career Academy for high school students.

The Community Chest gives financial support to the scouting programs, Summer Kids' Institute and many other community programs.

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

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

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

The Wahoo Public Library offers youth programs as a way to enhance education and create a safe environment for kids. The programs that are offered by the library are: Toddler Time-for 3yrs and under; Story Hour-for 4-5 year olds; After School Program-1st -5th graders; Summer Reading

Program (each summer the library offers a theme-based program to keep kids reading in the summer). Over 600 hours of summer reading was logged in 2008. There is a Teen Advisory Board that was created to allow teens to have a say in the library. They plan their own fundraisers and programming and it is open to anyone age 13-18. The Teen Volunteer Program is an opportunity for teens to gain work experience, responsibility, and a sense of community service and is open to ages 12-18.

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

CURRENT COMMUNITY PERCEPTION

The Wahoo community is very supportive of the Wahoo Public School district and demonstrates their support in many ways. The WPS Athletic Booster and Music Booster Clubs receive manual and financial support from the community. In turn, the students provide exciting sporting events and entertaining music and dramatic performances for the community. School Board meetings are regularly attended by Wahoo Newspaper personnel that report on the activities of the school and it's stakeholders. The high school journalism class produces a newspaper and newsletter that reaches most households in the district informing them of school activities and our district wide focus on improving student achievement. The district website www.wahooschools.org provides patrons an opportunity to see what is happening throughout the district and provides access to PowerSchool to view grades or make teacher contacts. The elementary and middle schools have an active PTO that promotes and activities in both schools. A recent survey of the attendees at a PTO meeting reflected that:

*ninety-five (95) percent of parents surveyed strongly agreed that the teachers really care about the students and the school has high academic standards for all students

*ninety (90) percent agreed that the principal communicates well with parents about the instructional program

*ninety (90) percent strongly agreed that a parent-school organization existed, is inviting to all parents and is an effective group

*ninety-eight (98) percent strongly agreed that the subjects taught are important ones for their child's future; that the teachers use their classroom time effectively; and that teachers give their child prompt and specific feedback.

The overall report of this survey was that most parents were very satisfied with the school and teachers.

Wahoo Career Ladder Proposal

Level I \$500 bonus

Who?

All teachers new to the profession and less than one year's experience.

All teachers new to Wahoo Public Schools

Requirements for Level I bonus

2 Successful formal evaluations based on new evaluations system (avg. of 3 or above on a 4pt rubric)

**If less than 2 successful evaluations are earned, teacher is place on probation for 2nd year.

**If less than 2 successful evaluations are earned in second year at Wahoo Public Schools-teacher will not be recommended for rehire.

Level II \$1000 Bonus

Who?

All teachers with 1 year or more experience.

Requirements for Level II Bonus

- 2 Successful formal evaluations based on new evaluations system (avg. of 3 or above on a 4pt rubric)

and all of the following points

- Student growth as measured on Terra Nova or Map, NeSA Reading/Math/Writing, Classroom pre/post
- 95% attendance rate
- Completion of at least 15 professional development hours above and beyond Wahoo requirement or enrolled in masters level (or above) classes. Math and Science teachers, hours must be in content area.

Level III \$2000 bonus with \$500 PD reimbursement/Tuition reimbursement

Who?

All teachers who have successfully completed the Level II Career Ladder Level and have received a recommendation by building principal.

Requirements for Level III Bonus

- 2 Successful formal evaluations based on new evaluations system (avg. of 3 or above on a 4pt rubric)

and all of the following points....

- Student growth as measured on Terra Nova or Map, NeSA Reading/Math/Writing, Classroom pre/post
- 95% attendance rate
- Completion of at least 15 professional development hours above and beyond Wahoo requirement or enrolled in masters level (or above) classes. Math and Science teachers, hours must be in content area.
- Personal Classroom goal determined with building administrator
- School wide project that supports the School Improvement Goal determined with the building administrator

Note: Pro rate of Level II and III bonus' can be done based on attendance factor only with administrative team approval (ie-pregnancy, long term illness....)

School Improvement Grant Application

NDE County District No.: 78-0039
 District Name: Wahoo Public Schools

Each eligible building must have a separate budget. Please enter the building name and NDE number on each budget in the designated cells.

List Below School(s) for which budgets are included and the model they will be implementing:

School Name	Model
Wahoo High School	Transformation

NDE County District No.: 78-0039
 District Name: Wahoo Public Schools

DISTRICT-WIDE ACTIVITIES FOR YEAR 1 (2010-11)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

NDE County District No.: 78-0039
 District Name: Wahoo Public Schools

DISTRICT-WIDE ACTIVITIES FOR YEAR 2 (2011-12)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DISTRICT-WIDE ACTIVITIES FOR YEAR 3 (2012-13)

NDE County District No.: 78-0039
 District Name: Wahoo Public Schools

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0

Totals by Object Code \$0 \$0 \$0 \$0 \$0 \$0 \$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

DISTRICT-WIDE ACTIVITIES COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)

NDE County District No.:	78-0039							
District Name:	Wahoo Public Schools							
Activity	100	200	300	400	500	600		
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity	
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)								
(1)	0	0	0	0	0	0	\$0	
(2)	0	0	0	0	0	0	\$0	
(3)	0	0	0	0	0	0	\$0	
(4)	0	0	0	0	0	0	\$0	
(5)	0	0	0	0	0	0	\$0	
(6)	0	0	0	0	0	0	\$0	
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Use this budget for only one school implementing the Transformation Model.
 Additional Transformation Budgets are provided for additional schools that will be implementing this model.

TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2010-11)

NDE County District No.:	78-0039						
District Name:	Wahoo Public Schools						
NDE School No.:	78-0039-001						
School Name:	Wahoo High School						
Activity	100	200	300	400	500	600	

(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	45,000	5,000					\$50,000
<u>Required Activities</u>							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals						1,000	\$1,000
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development	18,000	5,500				35,000	\$58,500
(d)(1)(i)(E) recruit/retain staff with necessary skills	3,200	300					\$3,500
<u>Permissible Activities:</u>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program			145,800	81,000			\$226,800
(d)(2)(i)(B) continuous use of student data			12,200	3,700			\$15,900
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement						500	\$500
<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates	500			500		500	\$1,500
(d)(4)(i)(B) ongoing, intensive TA/support			5,300				\$5,300
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0

Totals by Object Code \$66,700 \$10,800 \$163,300 \$85,200 \$0 \$37,000 \$363,000

TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)

NDE County District No.: 78-0039
 District Name: Wahoo Public Schools
 NDE School No.: 78-0039-001
 School Name: Wahoo High School

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)	45,000	5,000					\$50,000
<u>Required Activities</u>							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals						1,000	\$1,000
(d)(1)(i)(C) reward school leaders	49,000	6,000					\$55,000
(d)(1)(i)(D) ongoing professional development	38,000	11,500				35,000	\$84,500
(d)(1)(i)(E) recruit/retain staff with necessary skills	7,300	700					\$8,000
<u>Permissible Activities:</u>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program			145,800	30,000		10,000	\$185,800
(d)(2)(i)(B) continuous use of student data			2,500	3,700			\$6,200
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time							\$0
(d)(3)(i)(B) ongoing family/community engagement							\$0
<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0

(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
Required Activities								
(d)(4)(i)(A) flexibility to increase graduation rates	500			500		500		\$1,500
(d)(4)(i)(B) ongoing, intensive TA/support			5,300					\$5,300
Permissible Activities:								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$139,800	\$23,200	\$153,600	\$34,200	\$0	\$46,500		\$397,300

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)

NDE County District No.: 78-0039
 District Name: Wahoo Public Schools
 NDE School No.: 78-0039-001
 School Name: Wahoo High School

Activity	100	200	300	400	500	600	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
Intervention Project Manager (Required)	45,000	5,000					\$50,000
Required Activities							
(d)(1)(i)(A) replace principal							\$0
(d)(1)(i)(B) evaluation systems for teachers & principals						1,000	\$1,000
(d)(1)(i)(C) reward school leaders	49,000	6,000					\$55,000
(d)(1)(i)(D) ongoing professional development	58,000	17,500				35,000	\$110,500
(d)(1)(i)(E) recruit/retain staff with necessary skills	7,300	700					\$8,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program			145,800	30,000		10,000	\$185,800
(d)(2)(i)(B) continuous use of student data			2,500	3,700			\$6,200
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0

(d)(2)(ii)(E)(1) increase rigor in secondary schools								\$0
(d)(2)(ii)(E)(2) student transition								\$0
(d)(2)(ii)(E)(3) increase graduation rates								\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students								\$0
Required Activities								
(d)(3)(i)(A) strategies to increase learning time	12,800	1,200						\$14,000
(d)(3)(i)(B) ongoing family/community engagement	10,000	1,000		5,000				\$16,000
Permissible Activities:								
(d)(3)(ii)(A) partnering to create safe school environments								\$0
(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
Required Activities								
(d)(4)(i)(A) flexibility to increase graduation rates	500			500		500		\$1,500
(d)(4)(i)(B) ongoing, intensive TA/support			5,300					\$5,300
Permissible Activities:								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$182,600	\$31,400	\$153,600	\$39,200	\$0	\$46,500		\$453,300

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)

NDE County District No.:

78-0039

District Name:

Wahoo Public Schools

NDE School No.:

78-0039-001

School Name:

Wahoo High School

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	135,000	15,000	0	0	0	0	\$150,000
Required Activities							
(d)(1)(i)(A) replace principal	0	0	0	0	0	0	\$0
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	0	0	0	3,000	\$3,000
(d)(1)(i)(C) reward school leaders	98,000	12,000	0	0	0	0	\$110,000
(d)(1)(i)(D) ongoing professional development	114,000	34,500	0	0	0	105,000	\$253,500
(d)(1)(i)(E) recruit/retain staff with necessary skills	17,800	1,700	0	0	0	0	\$19,500
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0

(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program	0	0	437,400	141,000	0	20,000	\$598,400
(d)(2)(i)(B) continuous use of student data	0	0	17,200	11,100	0	0	\$28,300
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	\$0
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time	12,800	1,200	0	0	0	0	\$14,000
(d)(3)(i)(B) ongoing family/community engagement	10,000	1,000	0	5,000	0	500	\$16,500
<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0	\$0
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates	1,500	0	0	1,500	0	1,500	\$4,500
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	15,900	0	0	0	\$15,900
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0
Totals by Object Code	\$389,100	\$65,400	\$470,500	\$158,600	\$0	\$130,000	\$1,213,600

No data will be entered on this page. This page serves as a combined budget for all completed budget pages.

NDE County
 District No.: 78-0039
 District Name: Wahoo Public Schools

**DISTRICT
 SUMMARY
 PAGE**

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
District-Wide Activities (Year 1)	0	0	0	0	0	0	\$0
Turn Around Model (Year 1)	0	0	0	0	0	0	\$0
Restart Model (Year 1)	0	0	0	0	0	0	\$0
School Closure (Year 1)	0	0	0	0	0	0	\$0
Transformation1 Model (Year 1)	66,700	10,800	163,300	85,200	0	37,000	\$363,000
Transformation2 Model (Year 1)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 1)	0	0	0	0	0	0	\$0
District-Wide Activities (Year	0	0	0	0	0	0	\$0

2)								
Turn Around Model (Year 2)	0	0	0	0	0	0	0	\$0
Restart Model (Year 2)	0	0	0	0	0	0	0	\$0
School Closure Transformation1 Model (Year 2)	139,800	23,200	153,600	34,200	0	0	0	\$397,300
Transformation2 Model (Year 2)	0	0	0	0	0	0	0	\$0
Transformation3 Model (Year 2)	0	0	0	0	0	0	0	\$0

District-Wide Activities (Year 3)	0	0	0	0	0	0	0	\$0
Turn Around Model (Year 3)	0	0	0	0	0	0	0	\$0
Restart Model (Year 3)	0	0	0	0	0	0	0	\$0
School Closure Transformation1 Model (Year 3)	182,600	31,400	153,600	39,200	0	0	0	\$453,300
Transformation2 Model (Year 3)	0	0	0	0	0	0	0	\$0
Transformation3 Model (Year 3)	0	0	0	0	0	0	0	\$0

3-Year Totals								
District-Wide Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Turn Around Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Restart Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Closure Transformation1 Model1	\$389,100	\$65,400	\$470,500	\$158,600	\$0	\$130,000	\$0	\$1,213,600
Transformation2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Model Transformation3 Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Combined 3-Year Budget Totals	\$389,100	\$65,400	\$470,500	\$158,600	\$0	\$130,000	\$1,213,600