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Collection of data- *NAC 10.009.01A2*

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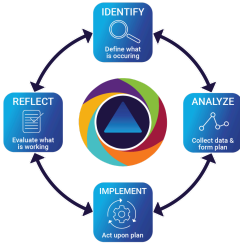
NAC 10.009.01A2- Analysis of data

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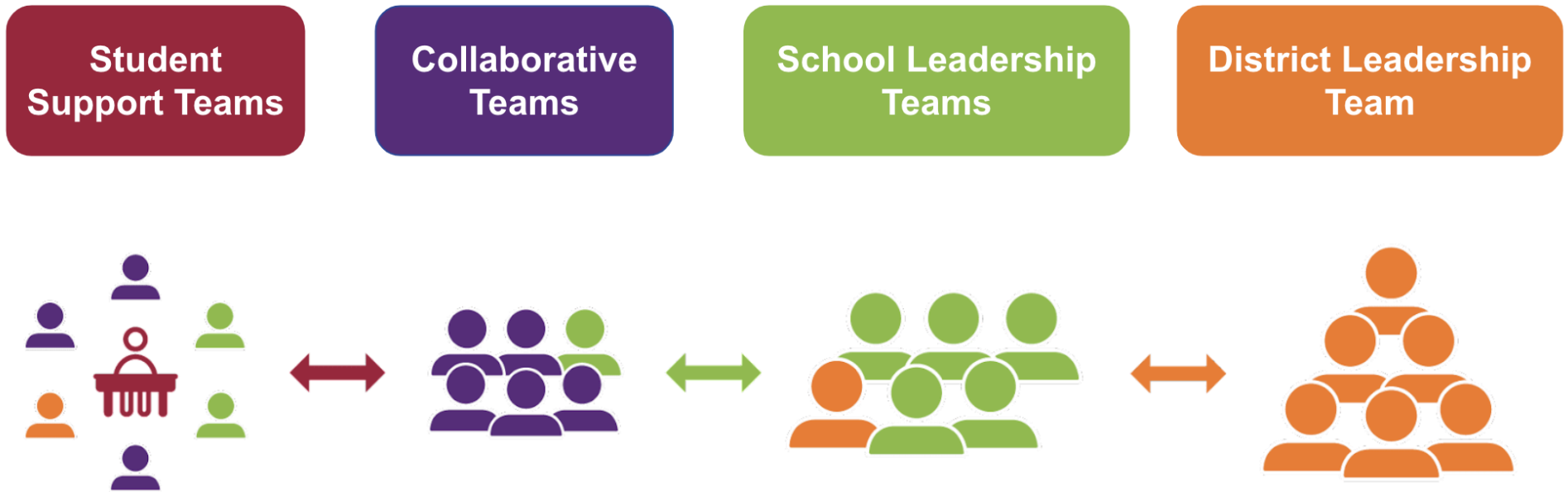
District Information

<p>Mission</p>	<p>We, the people of Walthill Public School District, are committed to generating a caring, respectful, and safe learning environment, which promotes positive self-realization and high academic success</p>
<p>Vision</p>	<p>Inspire lifelong learners, Encourage pride in self and culture, Promote responsible citizenship, Adapt to changing societal needs</p>
<p>Core Beliefs</p>	<ol style="list-style-type: none"> 1. Academic standards which define what students are to know and be able to do demonstrate at certain points in their schooling to be considered proficient in specific academic areas. 2. Academic core which includes the skills of reading, writing, communication, and the subject areas of mathematics, sciences, and social studies. 3. Complimentary disciplines which includes areas that provide opportunities to apply basic skills learned in the core area and provide opportunities to experience learning activities that broaden and deepen the cultural aspects of learning. 4. Activities that extend the curriculum into opportunities for students to (1) apply classroom learning, (2) develop social skills, and (3) learn teamwork and sportsmanship.
<p>Problem-Solving Model</p>	 <p>The diagram illustrates a cyclical process with four main stages: IDENTIFY (Define what is occurring), ANALYZE (Collect data & form plan), IMPLEMENT (Act upon plan), and REFLECT (Evaluate what is working). These stages are connected by arrows in a clockwise cycle. In the center of the cycle is a rainbow-colored circle containing a triangle and a gear.</p>

MTSS Defined	A Multi-tiered System of Support (MTSS) is defined as an educational framework for continuous improvement, problem-solving and decision-making. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for all students in the state. There is a specific focus on the following six essential elements: Shared Leadership; Building Capacity for Implementation and Infrastructure for Implementation; Data-Based Problem-Solving and Decision-Making; Evidence-Based Practices, Communication, Collaboration, and Partnerships; Layered Continuum of Support.
Our MTSS Elevator Speech	<p>Our aspiration with MTSS is to build a public school system where every student has the opportunity to succeed, regardless of their background or starting point. By fostering a culture of support and continuous improvement, MTSS boosts academic achievement and promotes social-emotional well-being, preparing students for a bright future.</p> <p>At its core, MTSS is built on the belief that all students can succeed with the right support. It starts with Tier 1, where high-quality instruction and universal screenings are provided to all students. For those needing additional assistance, Tier 2 offers targeted small-group interventions. And for students who require intensive support, Tier 3 delivers individualized strategies tailored to their unique needs.</p> <p>In essence, MTSS is about unlocking every student's potential and creating a more equitable and effective education system. It's an investment in our children's future, one that promises to yield lifelong benefits for them and our community.</p>

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MTSS Teams for Continuous Improvement



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District Leadership Team

Purpose: A district-level team is charged with leading the continuous improvement process while using data to design and adjust the district’s system ensuring the success of every student while elevating student, caregiver, and staff voice. If the school system has completed a Strategic Plan, the work of the District Team can and should connect directly to strategic goals.

Membership: District and school administrators, teachers, family members, caregivers, and community members. The district team should include educators with a focus on instructional excellence in content areas, Special Education, English Learners, as well as other areas that support post-high school options and support the teaching and learning process.

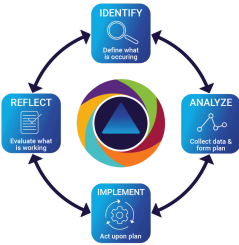
District Team Participation

Name	Position	Experiences
Seth Sackmann	Superintendent	Daycare-6 Principal, Management Team, Elementary Tiers 2/3, PBIS, Title 1 Coordinator
Noelle Petersen	Secondary Principal	7-12 District Assessment Coordinator, TIP, High School Tier 2 & 3, EBP
Jacob Schuller	Elementary Principal	Project Washkon Director, Transportation Director, TIP, EBP, elementary Tiers 2 & 3, SWIS, PBIS
Kendra Ross	Reading Specialist	Elem. Assessment Coordinator, TIP, EBP team member, Tier 2/3 Facilitator, Words Grant Literacy Leader
Tara Kramer	3/4 Reading	PLC 3-6, Tier 2/3
Jill Anderson	5/6 Math	Social Committee, Tiers 2 and 3, PLC 5-6, Tier 1
Jennifer Holtgrew	Librarian	Coordinator for Credit Recovery, SWISS Data Team, PLC English & Social Studies
Jessica Cook	Special Education Coordinator	TIP facilitator, EBP facilitator, elementary Tiers 2 & 3, secondary 2 & 3, SWIS, and secondary Tier 1 team member
Liz WhiteEyes	Culture Teacher	Culture, Team Management, PLC Exploration, Title VI

Angee Verzani - Dorcey	Art Teacher	PLC Exploration
Heidi Meyers	Math/Special Education	Tier 1, Secondary Tier 2/3 lead, SWIS, PBIS, Social Committee, PLC (Math/Science)
Terese Moniz	Early Childhood Para/Parent	ETC MTSS, John O'Malley Committee
Andrea Corey	Early Childhood Principal/Athletic Director	K-12 Special education, instructional coach, PBIS, social committee, MVP (Mentors in Violence Prevention) coordinator.

District Team Norms
[SIP/Frameworks Norms 22-23](#)

Elements to Consider	District Team Norms
Purpose	The purpose is to bring together teachers and administrators to collaboratively plan, implement, and monitor strategies that improve student achievement and the overall school environment.
Frequency	Monthly
Location	Board Room
Values <i>(Consider Listening, Participation, Expectations, etc.)</i>	All involved, Keep discussion relevant, work towards a goal, have a solution to the problem, focus on student learning, focus on conveying information accurate, stay positive, stay on task, Keep an open mind, remain respectful, pay attention, active listening, confidentiality, unbiased
Team Decision-Making	Consensus first, then majority if needed, Be professional and Open minded, Be respectful of decisions made, If someone is uncomfortable encourage conversation, Voicing ideas isn't wrong, Don't let disagreements hinder relationships, We might not all agree and it is okay. Be flexible with choices. First to two. If we can absolutely not agree, we can seek insight from other colleagues via email/survey, and bring that back to the next meeting

Problem-Solving Model	
Data Sources Needed	Feedback from surveys, Testing (AIMS, DIBELS, ACT, NSCAS, MAP), S/E screener,) Walk Through, TIP, Observations, PLC,
Confidentiality	Information that needs to be shared will be sent to staff via email by administration.
Roles	Facilitator: Noelle Petersen & Jacob Schuller Co-Facilitator: Noelle Petersen & Jacob Schuller Time Keeper: Jessie Cook Recorder: Heidi Meyers Data Analysis: Kendra Ross, Jennifer Holtgrew, Jill Anderson, Angee Dorcey, Liz WhiteEyes, Tiffany Stark, Jessie Cook, Noelle Petersen, Jacob Schuller

District Team Communication Plan

Stakeholder Groups	Type of Information	Frequency	Format	By Whom
School Board	Principal Reports	Monthly	Paper/Verbal report at school board meetings	Schuller & Petersen
Community	Future Activities & Events Information on Academics	As Needed	Website, Facebook, Parent Square	Ryan, Sackmann, Swanson, Schuller, Petersen
Caregivers	Future Activities & Events Information on Academics	As Needed	Website, Facebook, Parent Square	Ryan, Sackmann, Swanson, Schuller, Petersen
Instructional Staff	Future Activities & Events Information on Academics Professional Development	As Needed	Website, Facebook, Parent Square, Staff Meetings, Email, PLC	Ryan, Sackmann, Swanson, Schuller, Petersen, SIP Team

	Expectations			
Support Staff	Future Activities & Events Information on Academics Professional Development Expectations	As Needed	Website, Facebook, Parent Square, Staff Meetings, Email, PLC	Ryan, Sackmann, Swanson, Schuller, Petersen, SIP Team
Students	Future Activities & Events Information on Academics Daily Announcements	As Needed	Website, Facebook, Parent Square, Homeroom	Ryan, Sackmann, Swanson, Schuller, Petersen, Homeroom Teachers

Link Folder/Electronic Storage Unit ([Samples](#)) for Agendas ([Samples](#))/Additional Information/Data/Fidelity/Etc
[SIP/Frameworks Folder](#)

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Collaborative & Student Support Teams

[Link Collaborative Teams Folder \(make sure sharing privileges are set so confidentiality is kept\)](#)

Purpose: The purpose of collaborative teams is to ensure all students in a given grade, classroom, or multiple grade-band levels have access to strong Tier 1 Core supports and the needed Tier 2 Targeted supports to support their success.

Membership: Collaborative teams will look very different based on a variety of factors at the school and district. They typically include teachers, specialty staff (e.g. social workers, counselors and mental health practitioners, reading specialists, EL specialists) and paraprofessionals.

PK-6 Tier 2/3	7-12 Tier 2/3	PK-6 PBIS	7-12 PBIS	7-12 SWIS	Social Committee
Hannah Schuller	Heidi Meyers	Hannah Schuller	Brandon Holmes	Lar Htoo	Rita Gomez
Tara Kramer	Terri Greenleaf	Sarah Moews	Kaya Stark	Mike Anderson	Jill Anderson
Jill Anderson	Dane Eisenmenger	Danielle Pickering	Heidi Meyers	Jessie Cook	Tiffany Stark
Jessie Cook	Brandon Holmes	Amber Sackmann	Megan Nichols	Rheanna Anderson	Megan Stansberry
Dane Eisenmenger	Jessie Cook	Summer Bernie	Ian Rappolt	Liz White Eyes	Marsha Meyers
Lar Htoo	Lar Htoo	Olivia Anderson	Peggy Keizer	Ed Van Etten	Taylor Buderus
Kendra Ross	Joe Stark	Kyle Novak	Alexis Beacom	Brandon Holmes	Becky Rogers
	Alexis Rohde	Lenora McManigal	Kaden Swanson	Ruffin Stirling	Tabby Fajardo
	Megan Nichols	Jill Ellerbruch	Hazel Requina	Beau Davis	Kaylee McManigal
		Mazzy Pick			Cory McManigal
					Mari White Eyes
					Diann Wolfe

[PK-6 Tier 2-3 Folder](#)

[7-12 Tier 2-3 Folder](#)

[Pk-6 PBIS Folders](#)

[7-12 PBIS Folders](#)

[7-12 SWIS Folder](#)

[Social Committee Folder](#)

Link Folder/Electronic Storage Unit ([Samples](#)) for Agendas ([Samples](#))/Additional Information/Data/Fidelity/Etc

Link Student Support Team(s) Folder (make sure sharing privileges are set so confidentiality is kept)

Purpose: The student support team focuses on individualized support, regular reviews of progress monitoring data, and making intervention changes to meet the dynamic needs of the student.

Membership: Those educators directly involved with student, family members and caregivers, and members of the school support team (e.g. speech pathologist, guidance counselor, special education teacher)

Our student support team is our school's Tier 2-3 teams. Within those meetings, specific students are monitored based on attendance, academic, and behavioral data. See above links.

Purpose of the Tier $\frac{2}{3}$ Teams:

- Develop strategies and plans that provide a pathway to students' academic and behavioral success
- Support teachers as they implement given strategies and plans with fidelity
- [Policies & Procedures, Decision Rules](#) - This is our MTSS process draft from 23-24.
- [Decision Rules](#) from the K-12 Tier $\frac{2}{3}$ meetings in Spring 2025.

The Walthill PBIS K-12 team does meet monthly as well as separately as two teams monthly. Our K-12 team supports the school's effort with BLUJAY PRIDE. The Walthill school's PBIS [matrix](#) was updated in Spring of 2024 with the K-12 PBIS Team and input from the SIP team. This shows the values of being a Blujay and it is prominently displayed throughout the school. Our PBIS team does make [goals](#) based on our perceptual data.

Brandon Holmes, student services coordinator, leads the 7-12 PBIS team. Hannah Schuller leads the elementary team. This year the K-12 team has implemented PBIS Rewards K-12 and SEL checks through that system. The elementary team puts together a student of the month award assembly monthly, while the high school does a student of the month award announcement. This group is also in charge of setting up attendance incentives for the students.

Kendra Ross is the elementary's reading interventionist. She helps lead teachers to look at data, create and carry out small group interventions, along with progress monitoring to do a continuous MTSS process. Setting up a strong structure is the goal to roll over those systems for Math, and SEBL as well. Kendra also leads the Tier 2/3 Team in the elementary (previously SAT) which documents, supports and tracks students who are struggling in an academic area or behavioral area.

Heidi Meyers and Terri Greenleaf lead the Tier 2/3 team in the high school. They work on implementing academic and behavioral interventions. They look at data and referrals from teachers to provide the best possible educational experience for the students.

MTSS Early Childhood Team meets monthly to develop program wide expectations for behavior, emotional, and to promote positive interactions in the community.

In conjunction with Carl T. Curtis Behavioral Services, talking circles are facilitated with students, professionals, and tribal members from Carl T. Curtis. This is part of our ongoing SEL program implemented in the 2024-2025 school year. As part of the SEL program, we use the Second Step SEL curriculum Pre K - 12th.

Other tribal resources such as TERO, Domestic Violence, Drug and Alcohol, Child and Family Service, Mark of Honor, Shonga Ska have also been a continuing support for our students.

Project Washkon is an afterschool program that supports K-12 students. It offers academics, athletics, eSports, crafts, driver's education, credit recovery, NICC (college) classes, and Umohon culture. For 7-12, a Homework Room is available in the library as a study hall or a tutoring session. This is offered during the school year and during summer school.

Link Folder/Electronic Storage Unit ([Samples](#)) for Agendas ([Samples](#))/Additional Information/Data/Fidelity/Etc

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Balanced Assessment System

WPS 22-23 Assessment Plan

WPS 23-24 assessment plan was changed throughout the year. With the death of our business manager, our district assessment coordinator took that role and stepped down in November. Noelle Petersen and Kendra Ross took over in November 2023.

WPS 24-25 Assessment Plan

WPS 25-26 Assessment Plan

Student Learning and Well-being Data

ELA				
Assessment	Type	Grade Levels	Frequency	Purpose
ACT	Summative	All 3rd year cohort students	Annually in March	College prep-reading and English grammar, writing
NSCAS Growth	Interim, Universal Screener	3-8 for all students	Fall, Winter	Assess student learning needs to adjust practices to meet needs of each student
AIMsWeb Plus	Interim, Universal Screener	Elem for individual students	Fall, Winter, Spring Benchmark	research-based screening and progress monitoring system used to efficiently and quickly assess our students' reading skills.
MAP Growth	Interim, Universal Screener	Grades 2, 9 and 10	Fall, Winter, Spring	Assess student learning needs to adjust practices to meet needs of each student

NSCAS	Summative	3-8	Spring	Measures student performance against NE content area standards, showing how learning compares to expectations
Dibels	Interim, Universal Screener	K-2	Fall, Winter, Spring	Assess student learning needs to adjust practices to meet the needs of each student
iReady	Interim, Universal Screener	K-6	Fall, Winter, Spring	Assess student learning needs to adjust practices to meet needs of each student
Math				
Assessment	Type	Grade Levels	Frequency	Purpose
ACT	Summative	All 3rd year cohort students	Annually in March	College prep-math & science
NSCAS Growth	Interim, Universal Screener	3-8 for all students	Fall, Winter, Spring	Assess student learning needs to adjust practices to meet the needs of each student
MAP Growth	Interim, Universal Screener	Grades 2, 9 and 10	Fall, Winter, Spring	Assess student learning needs to adjust practices to meet the needs of each student
NSCAS	Summative	3-8	Spring	Measures student performance against NE content area standards, showing how learning compares to expectations
iReady	Interim, Universal Screener	K-6	Fall, Winter, Spring	Assess student learning needs to adjust practices to meet the needs of each student
SEBL				
Assessment	Type	Grade Levels	Frequency	Purpose
SRSS	Interim, Universal Screener	K-12	Fall, Winter, Spring	Identify areas of internal and external social-emotional strength and growth

SWIS	Behavior reporting	K-12	Reviewed and analyzed Monthly to determine difficult areas that need improvement	Student discipline outcome data to identify students who need additional support, trend data to alter adult practices
Other				
Assessment	Type	Grade Levels	Frequency	Purpose
GOLD	Interim	PK	Fall, Winter, Spring (2-3 times depending on program)	Measure physical, language, social-emotional, and cognitive performance
PreACT	Summative	11	Fall	Measure readiness for math, reading, language, and science for ACT
ASVAB	Summative	10	Fall	A comprehensive test that assesses skills in areas like math, science, electronics, and mechanics to determine eligibility for military enlistment and to match individuals with suitable jobs

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Evidence-Based Instructional Methods: Social, Emotional, Behavioral, and Academic

These should align with the instructional model adopted by the district and include at least one of the strategies from the Targeted Improvement Plan: flexible grouping; strategies to promote student engagement; explicit instruction; positive and constructive feedback to guide student's learning and behavior. Highlight the TIP strategy chosen.

PK-Elementary	Fidelity Measure	Secondary	Fidelity Measure
Explicit Instruction (PK-6) I Do, We Do, You Do	EBP Walkthrough Walkthrough Form	Explicit Instruction (7-12) I Do, We Do, You Do	EBP Walkthrough Walkthrough Form
Current or future: Co-Teaching	Co-Teaching Google Classroom	Current or future: Co-Teaching	Co-Teaching Google Classroom
Current or future: Flexible Grouping		Current or future: Flexible Grouping	

Strengths (TIP 1.4): *In this section, summarize your current adult data collected throughout the year for your core and interventions. (What the teachers are doing) Ex: Walkthroughs, fidelity cks. % of teachers are performing where we want.....anyone receiving explicit instruction training, list grade levels.....*

We are using the Frameworks Template provided by the NDE to house both the CIP and TIP. The TIP is part of our overall MTSS process.

Overall, our student data and those that are placed on plans for the reading act are slowly improving; however, with constant mobility the success rate is consistent and difficult to track. [reading act letter](#) As of now, we project our threshold to continue at the 30th percentile. We hope to continue to raise this bar.

This year's PD has focused on providing staff with PLC time, walkthroughs and evaluative feedback on writing targets for lesson plans and objectives. This helped our staff as they worked on implementing our EBP; Opportunity Myth, Executive Functioning, Universal Design Learning, and AI in Modern Education. which is aligned to the "I do, We do, You do" strategy. Our staff has made gains in using this strategy in class and we will continue to focus on such with instructional pacing in mind as well. This year we have started incorporating co-teaching strategies for teachers, which will begin to allow teacher to collaborate with grade level teachers.

Administration continued to use the fidelity walkthrough form to provide data for staff. In the 2024-2025 school year, we continue to use the [S.E.E.D.](#) rubric for teacher evaluations. Our EBP PLC's met monthly besides other PLC meetings (i.e., each Wednesday). We also supported our paraprofessionals with training through ESU 1.

[EBP Walkthrough Walkthrough Form](#)

We also used our networking resources through the NeMTSS conference, TIP workshop days and ESU 1 meetings. Our NeMTSS assigned regional lead gave us input as needed. Our district [2024-2025 Special Education Manual](#) also used visual flowcharts to help staff understand the process for MTSS and beyond. Our district understands this is a start and we have room to advance our reading interventions based on tier supports, coaching support, and to also hone in on better interventions. Our tier $\frac{2}{3}$ teams (elementary and high school) are beginning to make schoolwide decision rules for academic and behavioral referrals. Again, a work in process.

One of our major strengths is PBIS implementation PreK-12. We have a common language PK-12 using Blujay PRIDE (Positive, Respectful, Independent, Determined, Effort). We have students of the month at each grade level PreK-12. PreK-6 has a Blujay PRIDE assemblies monthly. The secondary has a PBIS store where students earn points to buy items from the store. We also have incentive parties monthly. Below is the K-12 PBIS team goals.

Goal 1:

By December 2025, there will be a 5% increase on the average “students are frequently noticed for expected behavior” as determined by perceptual data surveys.

(Elementary 71%, Secondary 52%, Average 61%)

*Goal = Average 66%

Goal 2:

By December 2025, there will be a 5% increase on the average “high standards for achievement” as determined by perceptual data surveys.

(Elementary 75%, Secondary 35%, Average 55%)

*Goal = 60%

Describe Challenges to Implementation this Year (TIP 1.5)

- o Specific barriers to explicit instruction implementation (e.g., modeling of the strategy in the classroom was needed, fidelity checks indicated inconsistent use of the strategy, additional coaching opportunities were needed to support staff, scheduling does not allow for sufficient dosage of the intervention).
- o Steps the district has taken to align initiatives/improvement plans that impact children with disabilities.
- o Areas for improvement within/across systems.

Notoriously, when our kindergarten age students enter into our K-12 building in the fall, 85-90% of students are not meeting kindergarten readiness benchmarks. In the 2024-2025 school year, our data shows that, with 67% of our kindergarteners not meeting the district's benchmark. With the district's goal of increasing reading scores, we continued in the WORDS grant that was offered from UNL/NDE. They have provided 4 additional professional development sessions this year along with several rounds of coaching. This grant also provided money to provide after school tutoring for students in grades K-3 that were not on benchmark. Thus, we continue to work on our EBP's as best as we can from K-6 and PK-12 as pointed out above through provided PD and PLC data work.

Both Dibels, AIMSweb+ and MAP/NSCAS Growth data indicate our students struggle with concepts of vocabulary. In the 2022-2023 school year, grades 7-12 started an online intervention program working on both reading and math, which is monitored by certificated teaching staff. These interventions are conducted through Imagine Learning, during WIN time. In the 2023-2024 school year, these interventions were continued. In the 2024-2025 school year, we are reassessing our interventions for the 2025-2026 school year. We are focusing on 7th and 8th grade reading and math interventions with six master teachers. We are also continuing our work in 11th grade with a focus on review for the ACT.

In the 2022-2023 school year, our school board approved a 1:30 student dismissal on Wednesdays for professional development. This extra hour allowed more staff to participate in PD. During professional development time in the 2024-2025 school year, staff review SWIS data, PBIS, tier 2-3 intervention, SIP, EBP, and PLC. This has helped those that wear multiple hats: bus drivers, van drivers, interventionists, SEBL and coaches. In the 2024-2025 school year, our professional development includes behavioral data analysis, PBIS team, PLC, co-teaching, school improvement team time, EBP, tiers 2/3, and collaboration with colleagues.

The S.E.E.D. evaluation rubric provides teachers constructive feedback and opportunities for reflection.

[Post- Evaluation Form](#)

Our largest challenges still include absenteeism across the district. This makes it difficult to implement a curriculum with fidelity. Grades PK-6 are much better than grades 7-12. We are continually seeking support from CFS and the tribal court. The elementary school has a small committee, to brainstorm and implement incentives and daily positive interactions to increase attendance. The elementary committee has implemented monthly PRIDE assemblies to highlight good attendance and a student of the month from each grade level. It gave us an opportunity to invite parents/guardians in to showcase our progress. The secondary school provides incentives and recognition for attendance. During the 2023-2024 school year, the district hired a student services coordinator for the middle school. His job responsibilities include attendance, behaviors, and PBIS. For the 2024-2025 school year, our student services coordinator monitors attendance rates for K-12 weekly, we have visual representation of attendance rates in the high school and elementary, and he sends monthly letters and reports to DHHS. Our athletes are required to be at school by 8:15 in order to practice and play in games. In August 2023 through March 2024 it was 76.31%. It has increased in the 2024-2025 school year. From August 2024 through March 2025 it was 82.44%. Our mobility rate is currently 6.67%

Description of the District's Infrastructure (TIP 1.6-7)

Describe how the infrastructure supports:

- o Improvement
- o Improving outcomes for students, including students with disabilities
- o Analysis of district initiatives, including special education initiatives
- o Including stakeholders (NDE, DHHS, School Boards, families, etc.) in district system improvement planning decisions, and lists stakeholder perspectives
- o Improving outcomes for children with disabilities by integrating and gaining from current improvement plans in special education and general education

Include aspects of...

- o Administration/supervision
- o Fiscal resources
- o Quality standards
- o Professional development
- o Data
- o Technical and/or coaching assistance
- o Accountability

We continue to provide inclusive education as much as possible. This year we have 6 full-time certified special education teachers, 10 paraprofessionals, 1 school psychologist, 1 speech language pathologist, 1 special education coordinator, 1 interventionist, and 1 student services coordinator.

To meet the needs of our students, K-12 scheduling has changed to include an intervention time (WIN). During this intervention time, the K-6 teachers use a variety of strategies from tier 1 extension, technology based intervention programs, and skill work. We have plans for the 2025-2026 school year, to add K-6 math interventions with our interventionist. The 7-12 intervention time is based on Imagine MyPath program for reading and math. In the 2024-2025 school year, high school is reassessing our interventions for the 2025-2026 school year. We are focusing on 7th and 8th grade reading and math interventions with six master teachers. We are also continuing our work in 11th grade with a focus on review for the ACT.

During the school year, special education teachers are an integral part of the CIP process: leadership meetings, tier meeting, PLCs, management team, etc. Additionally, special education teachers meet for quarterly special education meetings with the SpEd Coordinator. These meetings are to stay streamlined, to provide new updates to SRS, NASES notes, reminders, progress reports, graphing, etc.

The special education team continues to focus on determining a baseline (numerical number) for each student's goal with an outcome number for the goal. This is expected to be graphed and sent home with the progress reports and discussed at all annual/initial/re-eval meetings. The visual support with the graphs has helped our parents/guardians understand the process more so.

Additionally, the team has continued to work hard on using rubrics based on NE standards or curriculum. This way, it's visually highlighted and parents/guardians can see how the student is doing compared to peers, etc. Again, the visual support has really helped at IEP meetings.

We continue to place a heightened emphasis on building our SEBL program/curriculum. In the 2024-2025 school year we implemented the Second Step Program. In the K-6 level, our guidance counselor provides the instruction. In the 7-12 level, Second Step will be implemented in our intervention block and homeroom. Our core or Tier 1 focuses on Navigating the Zones – Zones of Self-Regulation. We continue to partner heavily with Morningstar Counseling, the Society of Care and Carl T. Behavioral Health. We also requested additional support from the ESU for a full time psychology. Additionally we have lunch bunch, open gyms, and after school support to assist our students/families – typically coupled with Project Washkon.

Stakeholders are continually invited for parent-teacher conferences, IEP meetings, Family Engagement night, community feeds, and SIP leadership meetings. In May the school is hosting a community hand game and gourd dance.

Project Washkon will occur May 27 – June 27 for all students K-12 this summer. Academic enrichment work, credit recovery, and life skill fun happens. This year we are doubling time with an academic focus on math and reading. There will also be STEM activities and cultural ones as well. We will have a special education teacher that will provided extended year services for our early childhood students.

An elementary teacher leads Project Washkon for the district. This summer, Nebraska is offering a summer feeding program. All children ages 1-18 are welcome to come and have a free breakfast and lunch. Adults are also welcome to eat breakfast for \$3.00 and lunch for \$5.00. This will be available May 27, 2024 - June 27, 2025.

[Professional Development 2023-2024](#)

[24-25 Professional Development](#)

Evidence-Based (EB) and High-Quality Instructional Materials and Programs: Social, Emotional, Behavioral, and Academic

Curriculum Cyle

PK-Elementary ELA				Secondary ELA			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
iReady Reading	Yes	Reading Mastery	Yes	SAVVAS myPerspectives ELA	Yes	Read Naturally	Yes
iReady - my path	Yes	Corrective Reading	Yes	Read Naturally	Yes	Readtopia	Yes
		Phonics for Reading	Yes			REWARDS	Yes
		REWARDS	Yes				
		Read Naturally	Yes				

PK-Elementary Math				Secondary Math			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
iReady Math	Yes	Corrective Math	Yes	Reveal	Yes	Modern Business Math	Yes
iReady Math - my path	Yes	Touch Points	Yes	Miller, Precalculus	Yes	Consumer Math	Yes
				Bluman, Elem Stats	Yes	Basic Math	Yes
				Prentice Hall, Pre-Algebra	No		

PK-Elementary SEBL				Secondary SEBL			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
Second Step	Yes			Second Step	Yes		
PBIS Rewards	Yes			PBIS Rewards	Yes		
Branching Minds	Yes			Branching Minds	Yes		
PK-Elementary Other				Secondary Other			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
MusicPlay Online	No			Industrial Technology - Needs to be updated	?	Edmentum	Yes
Essential Elements Music Classroom	No			Social Studies - HMH	Yes		
Art - Explorations in Art	No			Family & Consumer Sciences - Needs to be updated	?		
Studies Weekly -3rd	Yes			Business - Needs to be updated	?		
The Nebraska Adventure-4th	Yes			Health - Needs to be Updated	?		

Science-HMH k-6	Yes			Science - HMH - 7th * 8th	Yes		
				Science - Savaas (9 -12)	Yes		

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District Data

Demographic Trends

Demographic Categories	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
PK Student Enrollment (if applicable)	15	15	10	23	26	36		
(K-12) Student Enrollment	352	274	308	256	255	285		
Special Education	21%	20%	23%	21%	21.14%	22.2%		
High Ability Learners	13%	0	0	0	0	0		
Free and Reduced	100%	100%	100%	100%	100%	100%		
English Learners	3%	0	0	0	0	0		
White	4	1	2	7	5	9		
Black or African American	1	0	0	0	0	0		
Hispanic or Latino	0	1	12	13	11	16		
Asian	0	0	0	0	0	0		
Two or More Races	0	0	1	0	2	2		
Native Hawaiian/Other Pacific Islander	1	0	0	0	0	0		
American Indian/Alaska Native	361	287	303	259	263	294		
Attendance Rate	82.67%	84.11%	73.75%	73.40%	79.04%	80%		
Highly Mobile	4.54%	28.03%	23.67%	17.69%	10.16%	8.33%		

Graduation Rate	88.42%	44.44%	86.96%	77.78%	53.85%	77.27%		
Dropout Rate	0	0	0	0	0	Not reported		

Factual Data Points:	•
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<https://nep.education.ne.gov/>

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Student Outcome: Nebraska Education Profile ([NEP](#))

English Language Arts								
Indicator: % of students that are proficient on the NSCAS assessment.	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
District	14%	-	ELEM - 14.74% HS - 12.50%	ELEM - 8.43% HS - 13.21%	ELEM - 13.75% HS - 31.71%	ELEM - 28.40% HS - 13.33%		
Male	18%	-	ELEM - 15.09% HS - 14.29%	ELEM - 2.33% HS - 12.50%	ELEM - 11.11% HS - 39.13%	ELEM - 32.50% HS - 11.11%		
Female	10%	-	ELEM - 14.29% HS - 11.11%	ELEM - 15% HS - 14.29%	ELEM - 17.14% HS - 22.22%	ELEM - 24.39% HS - 16.67%		
American Indian or Alaska Native	13%	-	ELEM - 15.05% HS - 12.77%	ELEM - 7.70% HS - 11.76%	ELEM - 13.51% HS - 30%	ELEM - 26.67% HS - 13.95%		
Asian	*	-	0	0	0	0		
Free and Reduced Lunch	14%	-	ELEM - 12.50% HS - 11.43%	ELEM - 9.68% HS - 14.29%	ELEM - 15.87% HS - 34.29%	ELEM - 28.99% HS - 15%		
Black or African American	*	-	0	0	0	0		

Hispanic or Latino	*	-	0	ELEM - 20% HS - 0	ELEM - 0 HS - 100%	0		
Native Hawaiian or other Pacific Islander	*	-	0	0	0	0		
White	*	-	0	ELEM - 0 HS - 100%	0	0		
Two or More Races	*	-	0	0	ELEM - 100% HS - 0	ELEM - 100% HS - 0		
Special Education	18%	-	ELEM - 4.35% HS - 18.18%	ELEM - 10% HS - 9.09%	ELEM - 13.04% HS - 21.43%	ELEM - 9.09% HS - 0%		
Special Education- Alt Assessment	*	-	ELEM - 0 HS - 100%	100%	100%	0		
Free/Reduced Price Meals	14%	-	ELEM - 12.50% HS - 11.43%	ELEM - 9.68% HS - 14.29%	ELEM - 15.87% HS - 34.29%	ELEM - 28.99% HS - 15%		
Migrant	*	-	0	0	0	0		
English Learner	*	-	0	0	0	0		
Highly Mobile	*	-	ELEM - 22.22% HS - 28.57%	ELEM - 7.14% HS - 8.33%	ELEM - 10% HS - 0	ELEM - 33.33% HS - 0		
Homeless	*	-	0	0	0	0		

Factual Data Points:

- [ELA](#)

District Classification

The 2020-2021 classification and designation of schools and districts are based on 2018-19 school year data

Math								
Indicator: % of students that are proficient on the NSCAS assessment.	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
District	15%	-	ELEM - 7.37% HS - 4.17%	ELEM - 7.23% HS - 5.66%	ELEM - 10% HS - 31.71%	ELEM - 9.88% HS - 4.44%		
Male	18%	-	ELEM - 7.55% HS - 9.52%	ELEM - 6.98% HS - 3.13%	ELEM - 8.89% HS - 34.78%	ELEM - 10% HS - 0		
Female	13%	-	ELEM - 7.14% HS - 0	ELEM - 7.5% HS - 9.52%	ELEM - 11.43% HS - 27.78%	ELEM - 9.76% HS - 11.11%		
American Indian or Alaska Native	15%	-	ELEM - 7.53% HS -4.26%	ELEM - 7.79% HS - 5.88%	ELEM - 10.81% HS -32.5%	ELEM - 9.33% HS - 4.65%		
Asian	*	-	0	0	0	0		
Free and Reduced Lunch	18%	-	ELEM -4.17% HS -5.71%	ELEM -9.68% HS -7.14%	ELEM -11.11% HS -34.29%	ELEM -10.14% HS -5%		
Black or African American	*	-	0	0	0	0		
Hispanic or Latino	*	-	0	0	0	0		

Native Hawaiian or other Pacific Islander	*	-	0	0	0	0		
White	*	-	0	0	0	0		
Two or More Races	*	-	0	0	0	ELEM - 33.33% HS -0		
Special Education	15%	-	ELEM -4.35% HS -18.18%	ELEM -10% HS -9.09%	ELEM -13.04% HS -21.43%	ELEM - 0 HS -0		
Special Education- Alt Assessment	*	-	ELEM - 0 HS - 100	ELEM - 100 HS -100	ELEM - 100 HS -100	0		
Free/Reduced Price Meals	18%	-	ELEM -4.17% HS -5.71%	ELEM -9.68% HS -7.14%	ELEM -11.11% HS -34.29%	ELEM -10.14% HS -5%		
Migrant	*	-	0	0	0	0		
English Learner	*	-	ELEM - 100 HS -0	0	0	0		
Highly Mobile	*	-	ELEM - 11.11% HS -0	ELEM -7.14% HS -0	ELEM -10% HS -16.67%	ELEM - 0 HS -0		
Homeless	*	-	0	0	0	0		

Factual Data Points:

- [Math](#)

District Classification

The 2020-2021 classification and designation of schools and districts are based on 2018-19 school year data

Science

Indicator: % of students that are proficient on the NSCAS assessment.	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
District	-	-	-	ELEM - 15.79% HS - 13.64%	ELEM - 40.91% HS - 26.09%	ELEM - 55.56% HS - 20.83%		
Male	-	-	-	ELEM - 15.38% HS - 8.33%	ELEM - 36.36% HS - 29.41%	ELEM - 60% HS - 27.27%		
Female	-	-	-	ELEM - 16.67% HS - 20%	ELEM - 45.45% HS - 16.67%	ELEM - 50% HS - 15.38%		
American Indian or Alaska Native	-	-	-	ELEM - 16.67% HS - 9.52%	ELEM - 40.91% HS - 27.27%	ELEM - 50% HS - 20.83%		
Asian	-	-	-	0	0	0		
Free and Reduced Lunch	-	-	-					
Black or African American	-	-	-	0	0	0		
Hispanic or Latino	-	-	-	0	0	ELEM - 66.67% HS - 0		

Native Hawaiian or other Pacific Islander	-	-	-	0	0	0		
White	-	-	-	ELEM - 0 HS - 100	0	0		
Two or More Races	-	-	-	0	0	ELEM - 100% HS - 0		
Special Education	-	-	-	ELEM - 0 HS - 25%	ELEM - 50% HS - 12.5%	ELEM - 16.67% HS - 0		
Special Education- Alt Assessment	-	-	-	ELEM - 0 HS - 100	ELEM - 100 HS - 100	0		
Free/Reduced Price Meals	-	-	-	ELEM - 15.38% HS - 11.76%	ELEM - 52.94% HS - 28.57%	ELEM - 46.67% HS - 22.73%		
Migrant	-	-	-	0	0	0		
English Learner	-	-	-	0	0	0		
Highly Mobile	-	-	-	ELEM - 0 HS - 20%	ELEM - 50 HS - 0	0		
Homeless	-	-	-	0	0	0		

Factual Data Points: • [Science](#)

District Classification

The 2020-2021 classification and designation of schools and districts are based on 2018-19 school year data

Junior ACT	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Junior ACT English - % 18+	-	-	-	-					
State Average	-	-	-	-					
Junior ACT Math – % 18/22+	-	-	-	-	6.67%	0%	5%		
State Average	-	-	-	-	43.68%	42.18%	42.11%		
Junior ACT Reading - % 22+	-	-	-	-					
State Average	-	-	-	-					
Junior ELA - % 18	-	-	-	-	0%	23.53%	10%		
State Average	-	-	-	-	46%	45.82%	45.48%		
Junior ACT Science – % 19/23+	-	-	-	-	6.67%	17.65%	20%		
State Average	-	-	-	-	48.21%	48.75%	48.8%		
Junior ACT Composite	-	-	-	-					
State Average	-	-	-	-					

Factual Data Points:

- [ACT](#)

[Click Here for the Table of Content](#)

NSCAS Growth: ELA

Indicator: % of students that are proficient on the NSCAS Growth ELA assessment.	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Grade 3					Fall and Winter is now MAP and not NSCAS Grade Level RIT				
State Median	S- 2477	F-2417 W-2457 S-2467	F- 2417 W - 2451 S- 2470	F- 2414 W- 2447 S- 2466	F-184				
District Median	S- 2388	F-2337 W-2353 S-2367	F- 2353 W- 2417 S - 2466	F- 2376 W- 2395 S-2427	F-179.5				
School Median	S- 2388	F-2337 W-2353 S-2367	F- 2353 W- 2417 S - 2466	F- 2376 W-2395 S-2427	F-179.5				
Fall % of students On Track/CCR Benchmark	–	ELA - 6%	ELA - 11%	ELA - 12%	46% at Grade Level				

Winter % of students On Track/CCR Benchmark	–	ELA - 5%	ELA - 26%	ELA - 13%					
Spring % of students On Track/CCR Benchmark	ELA- 11%	ELA - 11%	ELA - 52%	ELA - 20%					
Grade 4					Fall and Winter is now MAP and not NSCAS				
State Median	S -2505	F-2472 W-2489 S - 2503	F- 2457 W- 2484 S - 2501	F- 2457 W- 2484 S- 2500	F - 195.5				
District Median	S - 2394	F-2325 W-2379 S - 2354	F- 2370 W-2391 S - 2425	F- 2456 W- 2463 S- 2487	F- 191.6				
School Median	S - 2394	F-2325 W-2379 S - 2354	F- 2370 W-2391 S - 2425	F- 2456 W- 2463 S- 2487	F- 191.6				
Fall % of students On Track/CCR Benchmark	–	ELA - 0%	ELA - 5%	ELA - 35%	36%				

Winter % of students On Track/CCR Benchmark	–	ELA - 5%	ELA - 11%	ELA - 47%					
Spring % of students On Track/CCR Benchmark	ELA - 8%	ELA - 11%	ELA - 16%	ELA - 56%					
Grade 5					Fall and Winter is now MAP and not NSCAS				
State Median	S-2526	F-2492 W-2505 S-2519	F-2479 W-2501 S-2516	F-2479 W-2499 S- 2512	F-203.3				
District Median	S-2414	F-2398 W-2422 S-2434	F-2369 W-2435 S-2463	F-2404 W-2449 S-2459	F-200.2				
School Median	S-2414	F-2398 W-2422 S-2434	F-2369 W-2435 S-2463	F-2404 W-2449 S-2459	F-200.2				
Fall % of students On Track/CCR Benchmark	–	ELA - 4%	ELA - 11%	ELA - 15%	37%				

Winter % of students On Track/CCR Benchmark	–	ELA - 0%	ELA - 26%	ELA - 21%					
Spring % of students On Track/CCR Benchmark	ELA - 0%	ELA - 10%	ELA - 22%	ELA- 36%					
Grade 6					Fall and Winter is now MAP and not NSCAS				
State Median	S- 2533	F-2514 W-2518 S-2529	F-2507 W- 2517 S-2528	F-2499 W- 2510 S-2528	F-208.7				
District Median	S- 2468	F-2425 W-2414 S-2426	F-2409 W- 2449 S-2460	F-2431 W- 2455 S-2476	F-201.4				
School Median	S- 2468	F-2425 W-2414 S-2426	F-2409 W- 2449 S-2460	F-2431 W- 2455 S-2476	F-201.4				
Fall % of students On Track/CCR Benchmark	–	ELA - 5%	ELA - 17%	ELA - 5%	33%				

Winter % of students On Track/CCR Benchmark	–	ELA - 5%	ELA - 20%	ELA - 15%					
Spring % of students On Track/CCR Benchmark	ELA - 9%	ELA - 13%	ELA - 23%	ELA - 25%					
Grade 7					Fall and Winter is now MAP and not NSCAS				
State Median	S-2542	F-2526 W-2527 S-2535	F-2514 W- 2522 S-2533	F-2513 W- 2522 S-2536	F - 212.2				
District Median	S-2481	F-2492 W-2478 S-2498	F-2451 W- 2426 S-2406	F-2441 W- 2421 S-2451	F-203.8				
School Median	S-2481	F-2492 W-2478 S-2498	F-2451 W- 2426 S-2406	F-2441 W- 2421 S-2451	F-203.8				
Fall % of students On Track/CCR Benchmark	–	ELA - 11%	ELA 0%	ELA 13%	30%				

Winter % of students On Track/CCR Benchmark	–	ELA - 5%	ELA 4%	ELA 4%					
Spring % of students On Track/CCR Benchmark	ELA - 9%	ELA -22%	ELA 4%	ELA - 8%					
Grade 8					Fall and Winter is now MAP and not NSCAS				
State Median	S-2554	F-2543 W-2544 S-2550	F-2530 W- 2539 S-2551	F-2532 W- 2540 S- 2551	F- 215.6				
District Median	S-2496	F-2499 W-2456 S-2508	F-2479 W- 2466 S-2424	F-2440 W- 2424 S- 2454	F- 199.6				
School Median	S-2496	F-2499 W-2456 S-2508	F-2479 W- 2466 S-2424	F-2440 W- 2424 S-2454	F-199.6				
Fall % of students On Track/CCR Benchmark	–	ELA 13%	ELA 8%	ELA 5%	4%				

Winter % of students On Track/CCR Benchmark	–	ELA 13%	ELA 22%	ELA 0%					
Spring % of students On Track/CCR Benchmark	ELA 14%	ELA 36%	ELA 20%	ELA 5%					

NSCAS Growth: Math

Indicator: % of students that are proficient on the NSCAS Growth Math assessment.	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Grade 3					Fall and Winter is now MAP and not NSCAS				
State Median	S-1189	F-1123 W-115 S-1192	F-1114 W-1154 S-1190	F-1108 W-1156 S-1188	F - 183				
District Median	S-1079	F-1043 W-1094 S-1122	F-1044 W-1088 S-1113	F-1031 W-1086 S-1119	F - 175.7				
School Median	S-1079	F-1043 W-1094 S-1122	F-1044 W-1088 S-1113	F-1031 W-1086 S-1119	F - 175.7				
Fall % of students	–	Math - 0%	Math - 0%	Math - 0%	Math - 23% at				

On Track/CCR Benchmark					Grade Level				
Winter % of students On Track/CCR Benchmark	–	Math - 0%	Math - 0%	Math - 9%					
Spring % of students On Track/CCR Benchmark	Math - 0%	Math - 11%	Math - 10%	Math - 5%					
Grade 4					Fall and Winter is now MAP and not NSCAS				
State Median	S-1214	F-1148 W-1180 S-1224	F-1134 W-1173 S-1217	F- 1129 W-1172 S-1219	F- 196.1				
District Median	S-1125	F-1059 W-1076 S-1088	F-1076 W-1095 S-1117	F-1112 W-1111 S-1134	F- 185.8				
School Median	S-1125	F-1059 W-1076 S-1088	F-1076 W-1095 S-1117	F-1112 W-1111 S-1134	F- 185.8				
Fall % of students On Track/CCR Benchmark	–	Math - 0%	Math - 0%	Math - 5%	10%				
Winter % of students	–	Math - 0%	Math - 0%	Math - 0%					

On Track/CCR Benchmark									
Spring % of students On Track/CCR Benchmark	Math - 0%	Math - 0%	Math - 16%	Math - 5%					
Grade 5					Fall and Winter is now MAP and not NSCAS				
State Median	S-1234	F-1177 W-1210 S-1238	F-1171 W-1218 S-1240	F-1169 W-1212 S-1232	F-205.5				
District Median	S-1151	F-1104 W-1137 S-1158	F-1102 W-1115 S-1160	F-1116 W-1164 S-1174	F-201.4				
School Median	S-1151	F-1104 W-1137 S-1158	F-1102 W-1115 S-1160	F-1116 W-1164 S-1174	F-201.4				
Fall % of students On Track/CCR Benchmark	–	Math - 0%	Math - 0%	Math - 0%	31%				
Winter % of students On Track/CCR Benchmark	–	Math - 0%	Math - 0%	Math - 5%					

Spring % of students On Track/CCR Benchmark	Math - 10%	Math - 10%	Math - 11%	Math 21%					
Grade 6					Fall and Winter is now MAP and not NSCAS				
State Median	S-1236	F-1195 W-1218 S-1242	F-1193 W-1216 S-1240	F-1190 W-1215 S-1238	F-209.5				
District Median	S-1165	F-1106 W-1136 S-1136	F-1126 W-1124 S-1147	F- 1115 W-1134 S-1159	F-202.4				
School Median	S-1165	F-1106 W-1136 S-1136	F-1126 W-1124 S-1147	F-1115 W-1134 S-1159	F-202.4				
Fall % of students On Track/CCR Benchmark	–	Math - 5%	Math - 0%	Math - 0%	33%				
Winter % of students On Track/CCR Benchmark	–	Math - 0%	Math - 0%	Math - 5%					
Spring % of students On Track/CCR Benchmark	Math - 14%	Math - 9%	Math - 3%	Math 5%					

Grade 7					Fall and Winter is now MAP and not NSCAS				
State Median	S- 1236	F-1209 W-1223 S-1241	F-1199 W-1219 S-1237	F-1201 W-1218 S-1238	F-216.7				
District Median	S-1176	F-1181 W-1165 S-1184	F-1157 W-1146 S-1171	F-1140 W-1134 S-1143	F-204.7				
School Median	S-1176	F-1181 W-1165 S-1184	F-1157 W-1146 S-1171	F-1140 W-1134 S-1143	F-204.7				
Fall % of students On Track/CCR Benchmark	–	Math - 5%	Math - 5%	Math - 0%	10%				
Winter % of students On Track/CCR Benchmark	–	Math - 0%	Math 18%	Math - 0%					
Spring % of students On Track/CCR Benchmark	Math - 3%	Math - 33%	Math 5%	Math 4%					
Grade 8					Fall and Winter is now MAP and not NSCAS				

State Median	S-1248	F-1222 W-1234 S-1254	F-1211 W-1234 S-1250	F-1212 W-1231 S-1252	F-221.6				
District Median	S-1159	F-1124 W-1149 S-1172	F-1159 W-1189 S-1178	F-1124 W-1118 S-1151	F-203.2				
School Median	S-1159	F-1124 W-1149 S-1172	F-1159 W-1189 S-1178	F-1124 W-1118 S-1151	F-203.2				
Fall % of students On Track/CCR Benchmark	–	Math - 0%	Math 8%	Math 5%	9%				
Winter % of students On Track/CCR Benchmark	–	Math 4%	Math 9%	Math - 0%					
Spring % of students On Track/CCR Benchmark	Math - 4%	Math 27%	Math 4%	Math 5%					

While this is a snapshot of our whole school data, this does not tell the full story of Walthill. Since we are a small school, we can look at individual data. The last two full years that Kendra Ross and I took over assessments, we have been working with intention to make the data easier for teachers. We have two documents that show the progress students have made:

[24-25 Growth](#)

[25-26 Growth](#)

We also have moved teachers in the elementary to make the biggest impact. As you can see their ELA scores have significantly growth. The junior high has gone through three teachers in the last 4 years, one of which was not endorsed in ELA. We are currently working on improving those scores through a target WIN for math and reading. Each week students receive two days of reading instruction at their current level and 2 days of math at their current level for 47 minutes with teachers that can make the biggest difference. This is our trial year and we are excited to see what Winter MAP shows us.

District Classification: NEP

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement		

2019-2020 and 2020-2021 based on 2019-2020 data

Accreditation: Most Recent Exit Report

Commendations:	<p>2.6 The institution implements a process to ensure the curriculum is aligned to standards and best practices. Insufficient</p> <p>3.3 The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. Initiating</p>
Recommendations:	<p>Review and share the findings with stakeholders.</p> <p>Develop plans to address the areas for improvement identified by the Engagement Review Team.</p> <p>Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.</p> <p>Celebrate the successes noted in the report.</p> <p>Continue the improvement journey.</p>
Link to Full Report:	<p>Cognia Exit Report May 2021</p>

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Screening Data

K-6 AIMs Benchmark [20-21](#) [21-22](#) [22-23](#)

[K-10 ELA and Math Data Chart](#) - Fall, Winter & Spring

[MAP Reading Winter to Winter Data Chart](#)

[2023-2024 Data](#)

[2024-2025 Data](#)

[2025-2026 Data](#)

SEL Screening Assessment (Or Link Visuals used by the district): SCHOOL YEAR

Using SRSS, which screens for internal and external behaviors

[SRS Template](#)

Grade Levels	Low Risk (%)			Moderate Risk (%)			High Risk (%)		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2022-2023									
District (All)		36%	43%		35%	29%		29%	28%
Pre K (All)									
Elementary (All)		33%	42%		31%	23%		33%	35%
Secondary (All)		35%	40%		40%	41%		25%	19%
Kinder		47%	50%		33%	25%		20%	25%
1st		42%	70%		41%	17%		17%	11%
2nd		45%	55%		35%	25%		20%	20%
3rd		58%	63%		28%	5%		14%	31%
4th		33%	44%		52%	50%		15%	6%
5th		14%	18%		28%	18%		58%	63%

6th		0	10%		45%	10%		55%	80%
7th		30%	35%		29%	41%		41%	23%
8th		5%	18%		43%	59%		52%	22%
9th		34%	41%		54%	43%		12%	16%
10th		58%	58%		21%	21%		21%	21%
11th		70%	69%		30%	31%		0	0
12th		25%			50%	67%		25%	33%

Data Summary (TIP 1.1-2): *In this section, summarize and link/upload to ILCD 3.0 disaggregated screening, intervention and outcome data (e.g., AIMSweb, SRSS, GOLD, MAP, NSCAS, trend data). Consider including tables of data, graphed data, and/or reports for both current and trend data. Summarize the following:*

Our focus area for the 24-25 school year has remained the same with K-6 heavily focusing on reading (based on our DIBELS/AIMs/MAP/NSCAS Growth/iReady data). Our K-12 EBP and PLC discussions center around student engagement and making sure we are able to provide a quality lesson where student's learning is the focus. Our end of the year walkthrough data completed in March 2022 indicated our district areas that needed growth: Posts and communicates targets and objectives, Pacing of instruction and Teachers checking for understanding.

Currently, administrators are completing walkthroughs in Quarter 1 and 4 with Quarter 2 and 3 being formal observations. Walkthrough forms are located in the fidelity measure section on page 18. The formal observations follow the [S.E.E.D Nebraska Teacher and Principal Performance](#) standards.

AIMS and Dibels data [23-25 Aimsweb/DIBELS Data](#) upon entry in August indicated we had six kindergarten students or 33% in the green or blue zone, meaning they are at low risk for reading difficulties. So 12 or 67% of students entering kindergarten were at high risk. By the winter screening using DIBELS/AIMS we had seen some growth. Winter showed we had 53% of kindergarten students on benchmark. In looking at the data, we have seen growth from F-Winter data, our district's high mobility rates, which has affected our proficiency from season to season. For example, first grade entered at 56% below and by Winter were at 37%; second grade fall 33% by Winter 31%, third grade fall 42% and by winter 32%, fourth grade fall 24% and by winter 29%, fifth grade fall 33% fall and by winter 28%, sixth grade fall 47% fall and winter 33%. Although this data is not ideal we do take into regard data changes at PLCs. We continued a strong reading intervention time for grades K-3 and we do consider our mobility/absenteeism rate. As we process this

information, grades K-6 implemented a new reading curriculum and supplement during intervention time with Heggerty and Reading Mastery as needed with our special education students. During the 2023-2024 and 2024-2025, the staff are utilizing stronger reading strategies by taking part in WORDS grant through UNL/NDE.

Thus, the district continues to have an EBP team. All PreK-12 staff have examined these topics: Executive Functioning, Universal Design Learning, the Opportunity Myth Video, and AI in modern education. [EBP 2024-2025](#)

For the 2024-2025, our district is no longer disproportionate. In the past our district was disproportionate in the area of intellectual disability. The disproportionality team continues to meet to work on our action plan. We were working with Dorothy Aguilera-Black Bear at the local and state level through December 2024 to increase community involvement and incorporate culture into our instruction. We have continued to expand her work involving more teachers, providing cultural activities to the students, and modeling cultural responsiveness.

We continue to get support through the WORDS grant for the 2024-2025 school year. For the Reading Act we use Dibels for grades K-3 and AimsWeb for grades 4-6 to screen students who need extra supports in reading.

Adult implementation information is found in detail within the District PD plan (page 75).

[22-23 AIMS Tier Transition](#)

See Strengths (TIP 1.4) for fidelity walkthrough information.

Perceptual Data

2022-2023 Culture and Climate		
Stakeholder Group	Areas of Strength	Areas of Growth
Students	<ul style="list-style-type: none"> 97% of students feel they are learning either a lot, or a little bit in their classes 	<ul style="list-style-type: none"> 15% of students feel they are not very busy in their classes
Caregivers	<ul style="list-style-type: none"> 90% of parents surveyed felt they knew the importance of their child doing well in school 	<ul style="list-style-type: none"> 47% of parents surveyed feel that the school rules are not applied consistently to all students.
Certified Staff	<ul style="list-style-type: none"> 86.1% of teachers feel there is recognition for students positive behavior, know what to do in an emergency, and feels the school adequately notifies parents of an emergency 	<ul style="list-style-type: none"> 47.2% of teachers feel the school does not do enough for students who are chronically absent. Only 25% of teachers feel the school does enough, while the rest are undecided.
Classified Staff	<ul style="list-style-type: none"> 78.6% of certified staff feel safe at this school 	<ul style="list-style-type: none"> 57.1% of certified staff feel the school rules are not applied consistently to all students
Link to Full Reports:	22-23 Parent 22-23 Support Staff 22-23 Teacher 22-23 Student Engagement	

Student Engagement		
Levels	Areas of Strength	Areas of Growth
Secondary	<ul style="list-style-type: none"> 95% of students feel that their teachers push them to learn a little bit or a lot. 89% of students put in effort a little bit or a lot 	<ul style="list-style-type: none"> 84% of students don't think their classes are interesting. 77% of students feel like they are not very or only a little busy in their classes.

Factual Perceptual Data Points:	<ul style="list-style-type: none"> •
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Perceptual Data 23-24

Culture and Climate		
Stakeholder Group	Areas of Strength	Areas of Growth
Students	<ul style="list-style-type: none"> • No student data available 	<ul style="list-style-type: none"> • No student data available
Caregivers	<ul style="list-style-type: none"> • Staff cares about my child (85%) • Attending school daily is important (95%) 	<ul style="list-style-type: none"> • Rules apply to all (35% neutral) • Resources for SEL needs (35% neutral)
Certified Staff	<ul style="list-style-type: none"> • Attending school is important • PD is beneficial (76%) 	<ul style="list-style-type: none"> • Communicating school policies/procedures • What to do in case of emergency
Classified Staff	<ul style="list-style-type: none"> • (*only 4 responses) • Not enough input for valid statistics 	<ul style="list-style-type: none"> • (*only 4 responses) • Not enough input for valid statistics

Link to Full Reports: [23-24 Perceptual Data](#)

Student Engagement		
Levels	Areas of Strength	Areas of Growth
Elementary	<ul style="list-style-type: none"> • No student data available 	<ul style="list-style-type: none"> • No student data available
Secondary	<ul style="list-style-type: none"> • No student data available 	<ul style="list-style-type: none"> • No student data available

Factual Perceptual Data Points:	<ul style="list-style-type: none"> •
--	---

Perceptual Data 24-25

Culture and Climate		
Stakeholder Group	Areas of Strength	Areas of Growth
Students	<ul style="list-style-type: none"> Both elementary and secondary students agree or strongly agree that attending school is important (75.9%, 81.5%) 85.9% elementary agree or strongly agree that they feel safe, and 69.9% of secondary students feel safe 	<ul style="list-style-type: none"> Bullying or harassment is a problem for our school (41%, 65%) Solving problems (28.9%) and respect (~27%) need improvement
Caregivers	<ul style="list-style-type: none"> Attending school every day is important for me and my child (83%) I feel welcome at this school (79.2%) 	<ul style="list-style-type: none"> Attending school every day is important for me and my child (17%) The school has appropriate resources for SEL (17%)
Certified Staff	<ul style="list-style-type: none"> 100% of certified staff agree that attending school is important to them. 93% agree or strongly agree that fostering healthy relationships regardless of cultural background 	<ul style="list-style-type: none"> 50% are neutral or disagree that we have adequate resources for social and emotional needs for everyone. Cultural backgrounds is reflected in learning materials (43%)
Classified Staff	<ul style="list-style-type: none"> Provided opportunities to expand knowledge through professional development. (68%) School communicates how important it is to respect students regardless of their backgrounds (69%) 	<ul style="list-style-type: none"> 75% are neutral, disagree, or strongly disagree that school rules are applied consistently. I feel like I am heard and appreciated (50% or more neutral or disagree)

Link to Full Reports: [24-25 Perceptual Data](#)

Student Engagement		
Levels	Areas of Strength	Areas of Growth

Elementary	<ul style="list-style-type: none"> ● 92.9% agree that we have clear rules for behavior ● My school wants me to do well (88%), and I know an adult that I can talk to. (83%) 	<ul style="list-style-type: none"> ● Students feel that they are not always successful with school work (12.7%). ● Bullying
Secondary	<ul style="list-style-type: none"> ● 76% that feel the school wants them to do well, few disagreed ● The things learned in school are important to me (65.1%) 	<ul style="list-style-type: none"> ● Respect (27%) ● 28.9% don't know how to problem solve with each other
Factual Perceptual Data Points:	<ul style="list-style-type: none"> ● 	

*2025-2026 Perceptual Data Survey is scheduled for December.

[Click Here for the Table of Contents](#)

In Walthill, PowerSchool (our current SIS) was implemented in 2019. This is where we started to track the data.

Student Health 2019-2020

Measure	Elementary	Secondary
Attendance	90.82%	84.97%
Tardies	1,925	3,896
Health Office Visits	72	2
ODR- Majors	168	155
Classroom- Minors	256	433
ISS	25	25
OSS	53	20

Student Health 2020-2021

Measure	Elementary	Secondary
Attendance	74.72%	72.42%
Tardies	3,585	4,245
Health Office Visits	127	19
ODR- Majors	196	290
Classroom- Minors	380	421
ISS	34	47
OSS	36	36

Student Health 2021-2022

Measure	Elementary	Secondary
Attendance	79.51%	68.58%
Tardies	2,755	5,212
Health Office Visits	612	46
ODR- Majors	139	316
Classroom- Minors	263	284
ISS	36	32
OSS	27	28

Student Health 2022-2023

Measure	Elementary	Secondary
Attendance	84.50%	74.89%
Tardies	1,871	5,663
Health Office Visits	538	154
ODR- Majors	138	193
Classroom- Minors	304	192
ISS	21	28
OSS	30	50

Student Health 2023-2024

Measure	Elementary	Secondary
Attendance	86.81%	76.35%
Tardies	1,712	11,471
Health Office Visits	621	244
ODR- Majors	90	312
Classroom- Minors	322	201
ISS	11	21
OSS	13	60

Student Health 2024-2025

Measure	Elementary	Secondary
Attendance	87.37%	77.21%
Tardies	1,543	8,919
Health Office Visits	482	146
ODR- Majors	109	299
Classroom- Minors	471	203
ISS	21	46
OSS	4	85

[Click Here for the Table of Content](#)

Implementation Data: Self-Assessment/Needs Assessment

CNA 2.0 [Walthill CNA 22-23](#)

Walthill High School

Assessment Name: CNA

Status: Completed

School Year: 2022-2023

Status Date: Jan 9, 2023

Last Modified By: truybalid@walthillschool.org

Report Date: Jan 17, 2023








SUMMARIZED RESULTS

AVERAGE SCORE*

Domain: Success, Access, and Support	● 2.97
● Education Opportunities and Access	● 3.06
● Transitions	● 3.14
● Positive Partnerships, Relationships, and Success	● 2.50
Domain: Teaching, Learning, and Serving	● 2.79
● Educator Effectiveness	● 3.00
● Student Achievement and Growth	● 3.38
● Postsecondary, Career, and Civic Ready	● 2.29
Domain: Leadership	● 3.10
● Instructional Leadership	● 3.67
● Community and Relationship Builder	● 3.67
● Improvement and Resource Management Leader	● 2.25

SUMMARIZED RESULTS

AVERAGE SCORE*


Domain: Success, Access, and Support	<input type="radio"/> 2.97
 Education Opportunities and Access	<input type="radio"/> 2.78
 Transitions	<input type="radio"/> 2.57
 Positive Partnerships, Relationships, and Success	<input type="radio"/> 4.00
Domain: Teaching, Learning, and Serving	<input type="radio"/> 2.35
 Educator Effectiveness	<input type="radio"/> 2.45
 Student Achievement and Growth	<input type="radio"/> 3.00
 Postsecondary, Career, and Civic Ready	<input type="radio"/> 1.93
Domain: Leadership	<input type="radio"/> 3.40
 Instructional Leadership	<input type="radio"/> 3.33

<https://sacnaprod.z19.web.core.windows.net/campusassessment/assessmentScoreCard?entityObservationTypeID=30839>

no Minds ...

9/25/25, 11:21 AM

Comprehensive Needs Assessment

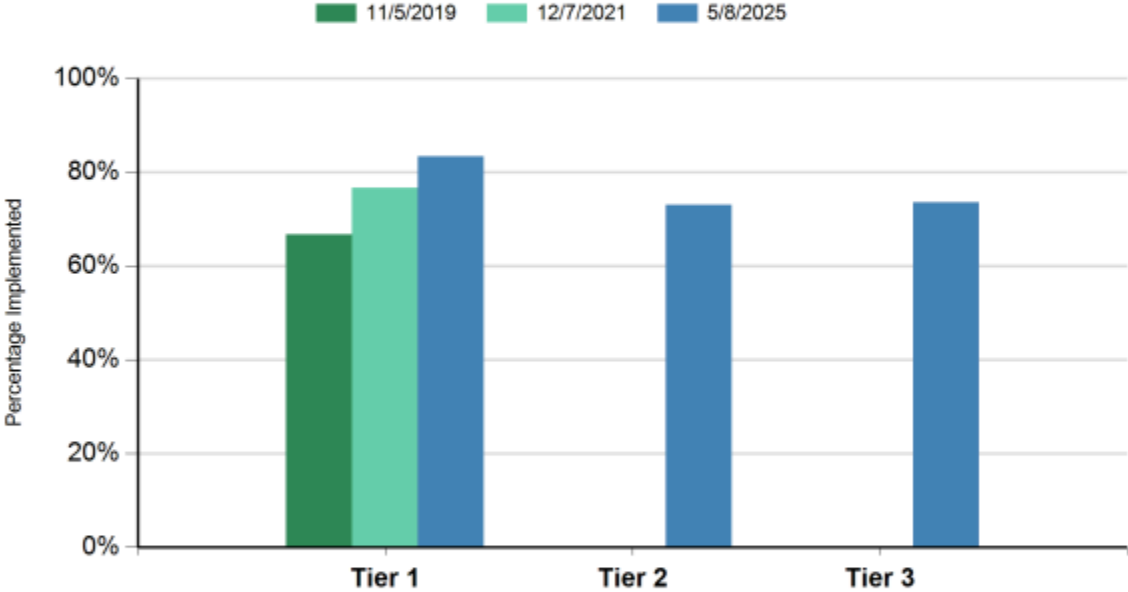
 Community and Relationship Builder	<input type="radio"/> 3.67
 Improvement and Resource Management Leader	<input type="radio"/> 3.25

[Walthill Elementary School School Wide PBIS Tiered Fidelity Inventory 2019-2025 Details](#)

Walthill Elementary School

Walthill, Nebraska

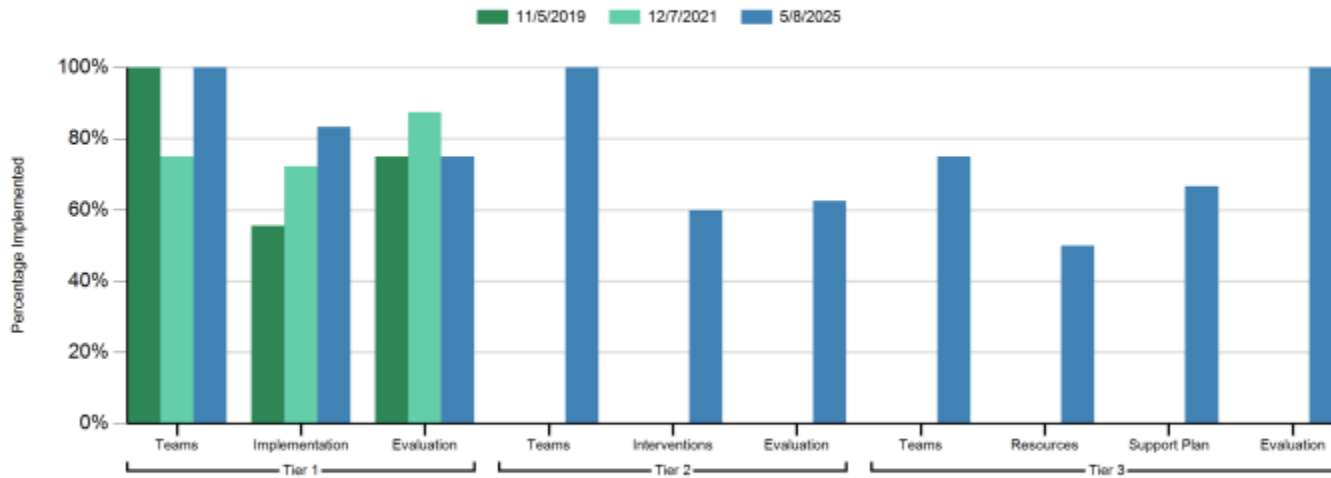
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Walthill Elementary School
11/5/2019 - 5/8/2025



Date Completed	Tier 1	Tier 2	Tier 3
11/5/2019	67%	NA	NA
12/7/2021	77%	NA	NA
5/8/2025	83%	73%	74%

Walthill Elementary School
Walthill, Nebraska

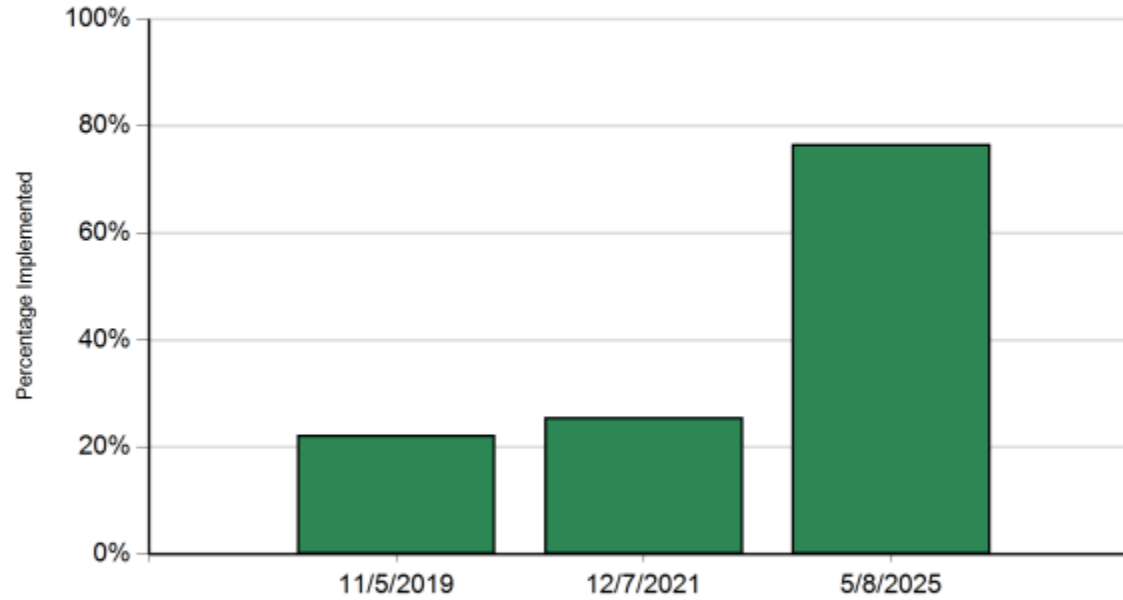
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Walthill Elementary School
11/5/2019 - 5/8/2025



Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
11/5/2019	100%	56%	75%	NA	NA	NA	NA	NA	NA	NA
12/7/2021	75%	72%	88%	NA	NA	NA	NA	NA	NA	NA
5/8/2025	100%	83%	75%	100%	60%	62%	75%	50%	67%	100%

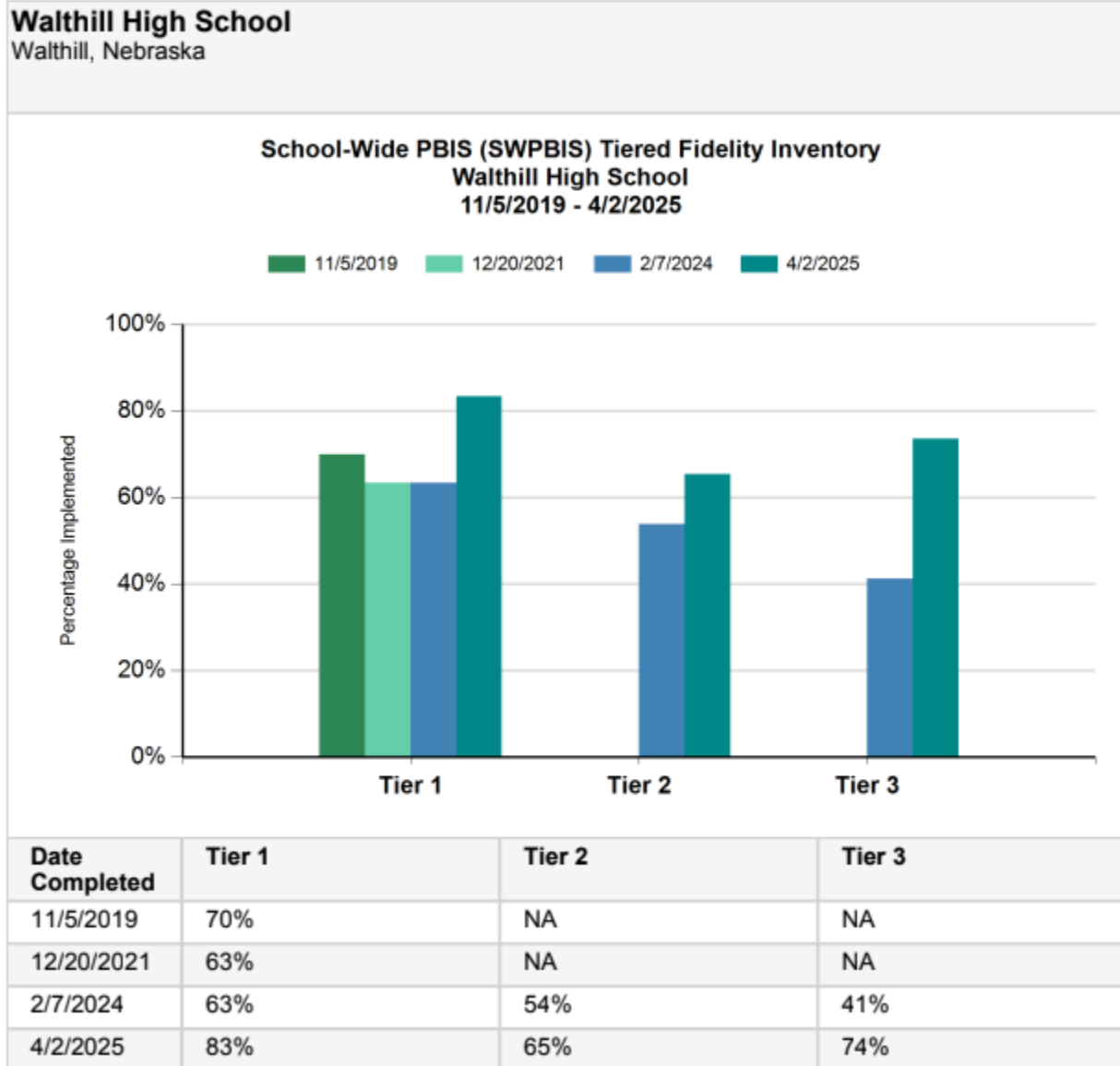
Walthill Elementary School
Walthill, Nebraska

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Walthill Elementary School
11/5/2019 - 5/8/2025



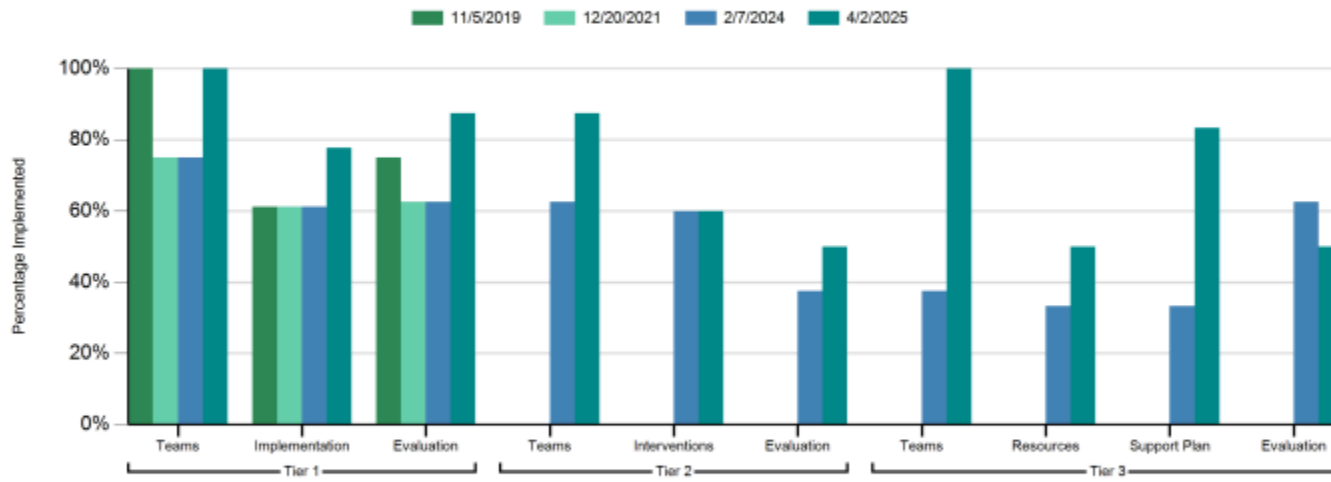
Date Completed	Total Percentage
11/5/2019	22%
12/7/2021	26%
5/8/2025	77%

Walthill High School School-Wide PBIS Tiered Fidelity Inventory



Walthill High School
Walthill, Nebraska

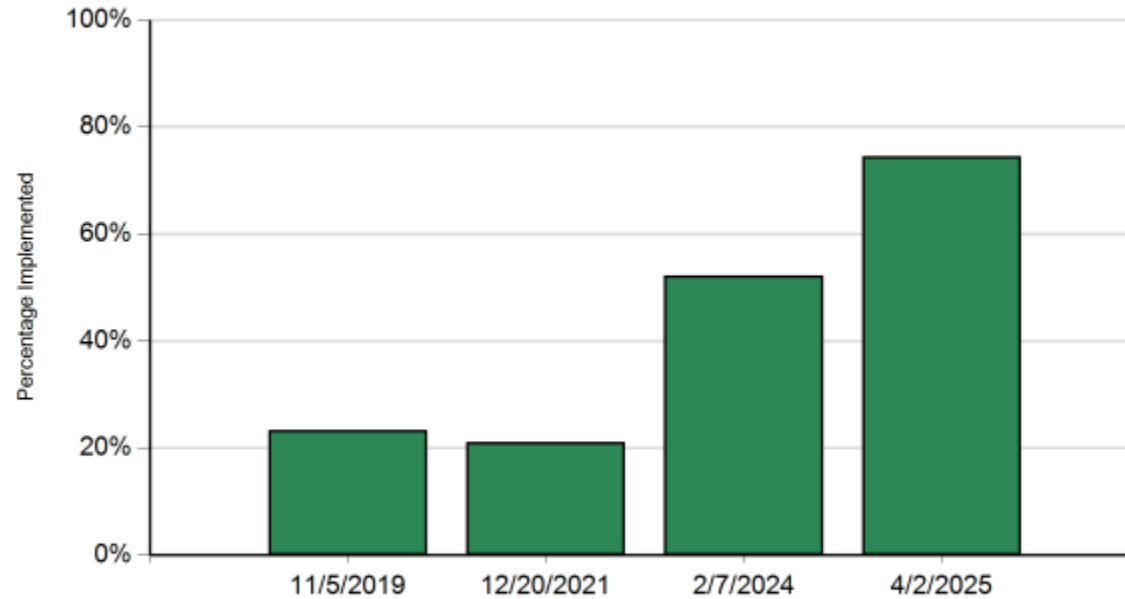
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Walthill High School
11/5/2019 - 4/2/2025



Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
11/5/2019	100%	61%	75%	NA	NA	NA	NA	NA	NA	NA
12/20/2021	75%	61%	62%	NA	NA	NA	NA	NA	NA	NA
2/7/2024	75%	61%	62%	62%	60%	38%	38%	33%	33%	62%
4/2/2025	100%	78%	88%	88%	60%	50%	100%	50%	83%	50%

Walthill High School
Walthill, Nebraska

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Walthill High School
11/5/2019 - 4/2/2025



Date Completed	Total Percentage
11/5/2019	23%
12/20/2021	21%
2/7/2024	52%
4/2/2025	74%

Other Rubrics as Determined Needed by the District Leadership Team (Below are Examples that could be used)

[Teaming for Problem Solving](#)

Social, Emotional, and Behavioral Learning

Nebraska Teacher and Principal Performance Standards: Teacher

Nebraska Teacher and Principal Performance Standards: Principal

Full Service Community Schools Need Assessment

Success Gap Toolkit and Rubric

Can use the chart below to document strengths and areas for growth to analyze the rubrics. Delete what is not used.

Areas of Strength	Areas of Growth
<ul style="list-style-type: none">● Family/Community engagement - 4.00 on CNA; we go above and beyond when it comes to reaching out to the community.	<ul style="list-style-type: none">● Post Secondary, career, civic ready- 1.93 On CNA; needs improved in materials, career planning, and community partnerships.
<ul style="list-style-type: none">● Increased Leadership - 3.4 on CNA (was 3.1)	<ul style="list-style-type: none">● Evaluation piece of Tier 2-3 needs improvement.
<ul style="list-style-type: none">● Tiered Teams are 100% implemented.	<ul style="list-style-type: none">● Improve educator effectiveness (CNA), increase fidelity.
<ul style="list-style-type: none">● TFI scores have significantly increased.	<ul style="list-style-type: none">● Improve student achievement and growth.

Factual Data Points:	<ul style="list-style-type: none">●
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Our PBIS/Tier 2/3 teams are continually trying to improve. We look at behavior data that we store in SWIS. SWIS allows us to track individual students, behaviors, times, areas of the school and staff to ensure that we are looking at all the data on what is occurring at Walthill. Using the Tiered Fidelity Inventory, we are able to look back to 2019 to see our progress we are making in Tier 1, Tier 2, and Tier 3 implementation.

We also attached our comprehensive needs assessment for two of the years that it was done. We are showing improvement in some areas such as Family/Community Engagement and Increased Leadership. We also know that we need to improve educator

effectiveness and post-secondary, career and civic planning. With a new leadership team starting in the 2024-2025 school year, we have looked to improve items that are on the CNA.

[Click Here for the Table of Contents](#)

District Action Planning and Goals ([Click Here](#) for District Data)

Focus Area(s) for Overall CIP

- Reading
- Math
- Writing
- Attendance
- Graduation Rate
- Technology
- Behavior
- Other:

District CIP Goal(s):

2022-2023:

By the end of the 22-23 school year, all students will increase their math skills as measured on MAP Growth, NSCAS Growth, and iReady assessments.

By the end of the 22-23 school year, all students will increase their reading skills as measured on MAP Growth, NSCAS Growth, and AIMS web assessments.

2023-2024:

By the end of the 23-24 school year, 40% of the students in each grade level will be proficient in reading as measured by district assessments/screeners.

By the end of the 23-24 school year, 35% of the students in each grade level will be proficient in math as measured by district assessments/screeners.

2024-2025:

By the end of the 24-25 school year, 80% of students will increase their reading skills as measured by MAP Growth (9-10), NSCAS Growth (3-8), iReady (4-6), and Dibels (K-3) web assessments.

By the end of the 24-25 school year, 80% of students will increase their math skills as measured by MAP Growth (9-10), NSCAS Growth (7-8), and iReady assessments (K-6).

2025-2026:

By the end of the 25-26 school year, 80% of students will increase their reading skills as measured by MAP Growth/NSCAS

Growth (3-10) and Dibels (K-2) web assessments.

By the end of the 25-26 school year, 80% of students will increase their math skills as measured by MAP Growth/ NSCAS Growth (3-10), and iReady assessments (K-2).

Focus Area for District Targeted Improvement Plan (TIP 2.1)

- Improve Reading
- Improve Math
- Improve Writing
- Improve LRE
- Improve Transition Outcome
- Improve Behavior/Reduce Suspensions and Expulsions
- Improve Graduation Rate

Is the TIP Focus for Improvement the Same as the Previous Year? (Tip 2.2)

- Yes
 - No
- If No, explain the reason for the change:

TIP Goal with Annual Targets (TIP 2.3, 2.4)

1. By winter of the 2026-2027 school year, 64% of K-6 students will be at benchmark according to winter AIMSweb+ and Dibels.

Note: Table can only include #s

Year	Target	Performance Aimsweb*	Performance Dibels	Total with Kids
2021-2022	54%	52%	N/A	
2022-2023	56%	44%	N/A	
2023-2024	58%	57.3%	59.7%	58.7% (84 on benchmark out of 143)

2024-2025	60%	70%	63%	66%(80 on benchmark out of 121)
2025-2026	62%			
2026-2027	64%			

***Chart numbers AIMSWeb Plus and Dibels**

*During the 2023-2024 school year, we chose to be a part of the WORDS grant program. In doing that we were required to change our screener for grades K-3 to Dibels 8. Grades 4-6 still use AimsWeb+.

Did the District Meet the TIP Target for the Previous School Year? (TIP 2.5)

Yes

Student-Centered Evidence-Based Strategy/Practice (TIP 2.6)

- o Explicit instruction

Implementing the Student-Centered Evidence-Based Practice and MTSS (TIP 4.1)

Narrative as to how the district is implementing the EBP within MTSS. Include the following (or indicate a page # to find the information):

To what degree is the district implementing the selected student-centered evidence-based practice (EI)? Explain and rate. **(TIP 4.1)**

- 0: Don't know
- 1: Not implemented
- 2: Rarely implemented
- 3: Implemented at least half of the time**
- 4: Implemented most of the time

Our EBP focuses on two areas, explicit instruction and student engagement by using the “I do”, “We do”, “You do” strategy. We rate ourselves at a 3 on the explicit instruction aspect of our EBP. On the student engagement piece of our EBP we continue to rate ourselves as a 3, as we continue to streamline and provide professional development for staff. We did have several staff members write annual goals on improving explicit instruction and student engagement, ultimately we would like to have a majority of teachers do the same. See [EBP Action Plan](#)

Describe how the district is implementing the strategy (EI) within a MTSS framework:

To what degree is the district implementing MTSS? Explain and rate. (TIP 4.2)

0: Don't know

1: Not implemented

2: Rarely implemented

3: Implemented at least half of the time

4: Implemented most of the time

Describe how the district is implementing the strategy (EI) within a MTSS framework: (4.3)

Our district is on year 7 of a full MTSS framework and process. We continue to work on MTSS-Special Education Manual. We have a district-wide flowchart and content area flowcharts in the Special Education Procedures Manual. (See TIP 1.4 for the Sped Procedures Manual) People have been trained in the MTSS framework. (See Professional Development TIP 3.1) The members that have been trained in MTSS are on the district's school improvement team.

The strategy, explicit instruction, is implemented K-6 with fidelity due to our curriculum use, as seen in lesson plans and with the scaffolding support through our reading coach. As for the K-12 EBP of student engagement, we have continued to increase staff knowledge and awareness through monthly PLC meetings and independent work.

With a new administration team during the 2024-2025 school year, we are looking at strengthening our PLC time to make it more impactful and cohesive across the district. Ideally we would like to provide professional development based on individual teachers' needs. These teachers could be identified via fidelity walkthroughs.

Adjustments to the Implementation (TIP 4.4)

Include a description of adjustment including:

The TIP is an essential part of our overall district CIP. They work hand-in-hand for coordination, strategic goals, data, PLCs, etc. Thus, the TIP continues to be a tool and a guide to help us adjust and plan accordingly. It also assists with our team format for planning and work when it comes to our CIP concept map and teaming that occurs in the district. We want to be as data driven as we can be.

With changes occurring in staff annually adjustments may need to be made. With an added administrator in the 2025-2026 school year, we hope to become more data driven with walkthroughs. (See TIP 1.4)

In using our EBP data especially in the elementary, we chose to take part in the WORDS grant. This led to extra support for our teachers. In turn, we were able to reach our target goal of having 66% of elementary students on benchmark in reading according to our screeners.

Additionally, our meetings for Part C to B will be more intentional next year to align GOLD assessment data to DIBELS, etc.

Our progress monitoring and graphing for IEPs will still be a district requirement. Teachers have the choice to use paper/pencil graphs or online graphs through excel.

Target/objectives and are required on all lesson plans, which are turned in weekly.

New teachers were sent to the New Teacher Cadre held at the ESU1. Annually new staff orientation will be held.

Our community engagement will continue with our partners, but we aim to start a committee between Macy and Walthill since we are the same Omaha Tribe. In our partnership with the tribe, we have created a Youth Tribal Council, with a mixture of Walthill and Umoⁿ Hoⁿ Nation students as members.

Consider and link other plans in place (CSI, TIP, Title I, Grants, etc). Ensure the district has a plan to utilize this CIP Plan for reporting to other plans as much as possible.

Plan	Link to Plan	Focus
TIP	Embedded into the CIP plan	EBP-I do, we do, you do
SIP	SIP Folder	Math and Reading
Title 1	Title 1 School Wide Title I Folder - New Folder	Reading and Math

District Priority One (Academic) 2022-2023

Identify			
Data Facts:			
<ul style="list-style-type: none"> NSCAS Growth, MAPs, and Aims data showed students at developing level on NSCAS or high risk of reading difficulties on AimsWeb. 			
Strength Areas		Growth Areas	
•		•	
Analyze			
Based on data, why do we think we are seeing these results?		How might we improve these results?	
<ul style="list-style-type: none"> Struggling to understand grade level content. Students are not reaching proficiency on NSCAS. 		<ul style="list-style-type: none"> Imagine learning pre assessments and growth tracking Grades 7-10 iLit pre and post test Reading Mastery fluency check-outs/Mastery tests, Wonders weekly Curriculum Based Measures (CBM) 	
Priority Outcome: Student proficiency on NSCAS Growth reading.			
Priority Goal: By the end of the 22-23 school year, 80% will increase their reading skills as measured on MAP Growth (2, 9-10), NSCAS Growth (3-8), and AIMS web (K-1) assessments.			
Implement			
Activity	Staff Responsible	Funding Needed	Look Back
7-12 Lesson plan required elements: target, gradual release step, formative assessment	Ruybalid		Showed consistently in most lesson plans
Monthly EBP staff development; fidelity walkthroughs.	Admin team (Sackmann, Cook, Ruybalid)		Continues to need improvement

Really Great Reading Training (Reading Strategies)	Sackmann and Ross	\$3,750	Shifted focus to science of reading/letters
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Reflect

Date	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale
9/13/23	80% goal not met with assessments	Continue math interventions
9/13/23	WIN interventions	K-12 continue intervention (showing growth but not to “on grade level”)
9/13/23	Lesson planning	K-12 continue with evidenced based elements included in lesson plans
9/13/23	EBP	K-12 changing to book studies based on grade level taught

District Priority Two 2022-2023

Identify

Data Facts: <ul style="list-style-type: none"> NSCAS Growth, MAPs showed students at developing level and iReady showed majority of students 1-2 grade levels below their current grade level. 	
Strength Areas	Growth Areas
<ul style="list-style-type: none"> iReady ??? students on grade level 	<ul style="list-style-type: none">

Analyze

Based on data, why do we think we are seeing these results? <ul style="list-style-type: none"> Deficiencies in basic math skills. 	How might we improve these results? <ul style="list-style-type: none"> Imagine learning pre assessments and growth tracking
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- Diagnostic portion of iReady (3x/year)

Priority Outcome: Student proficiency on NSCAS Growth math

Priority Goal: By the end of the 22-23 school year, 80% will increase their math skills as measured on MAP Growth (2,9-10), NSCAS Growth(3-8), and iReady assessments(K-1).

Implement

Activity	Staff Responsible	Funding Needed	Look Back
2. Implementing Imagine Learning 7-12th (WIN time)	Ruybalid and teachers	\$21,735	Implement the first year, with mixed success because of student student/teacher buy in
3. 7-12 Lesson plan required elements: target, gradual release step, formative assessment	Ruybalid		Showed consistently in most lesson plans
4. Monthly EBP staff development; fidelity walkthroughs.	Admin team (Sackmann, Cook, Ruybalid)		Continues to need improvement
5. Really Great Reading Training (Reading Strategies for word problems) and MyPath in iReady math skills practice	Sackmann and Ross	\$3,750	Shifted focus to science of reading/letters for reading strategies for word problems, began use of IXL
6. Update old curriculums to high quality instructional materials	Teacher teams		HS picked a new ELA for 23-24 implementation, K-6 implemented first year of iREADY for math

Reflect		
Date	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale
9/13/23	80% goal not met with assessments	K-3 not longer using AIMS WEB, using Dibels
9/13/23	WIN interventions	K-12 continue intervention (showing growth but not to “on grade level”)
9/13/23	Lesson planning	K-12 continue with evidenced based elements included in lesson plans
9/13/23	EBP	K-12 changing to book studies based on grade level taught
9/13/23	HQIM	Continue to implement
9/13/23	Letters, Really Great Reading	Implementing Letters and close reading, continuing My Path, discontinued Really Great Reading

District Priority One **2023-2024**

Identify	
Data Facts: <ul style="list-style-type: none"> NSCAS Growth, MAPs showed students at developing level and iReady showed majority of students 1-2 grade levels below their current grade level. 	
Strength Areas	Growth Areas
<ul style="list-style-type: none"> Providing interventions to students K-12 	<ul style="list-style-type: none"> Analyzing data in PLC groups to influence instruction at Tier 1

Analyze

Based on data, why do we think we are seeing these results?

- Struggling to understand grade level content. Students are not reaching proficiency on NSCAS.
- Students come to us as kindergarteners already behind their peers. Possible reasons are poverty, limited life experiences, high mobility rates, low attendance rates, Mazlow’s hierarchy of needs
- High rates of substance abuse in the local population

How might we improve these results?

- Imagine learning pre assessments and growth tracking
- Grades 7-10 iLit pre and post test
- Diagnostic portion of iReady (3x/year)
- Working to partner with parents/guardians to improve communication and family involvement

Priority Outcome: Student proficiency on NSCAS Growth reading

Priority Goal: By the end of the 23-24 school year, 40% of the students in each grade level will be proficient in reading as measured by district assessments/screeners.

Implement

Activity	Staff Responsible	Funding Needed	Look Back
1. Imagine Learning to use 7-12th (WIN time) as an intervention	Ruybalid and teachers	No new funding	We have 1 more year contracted. Planned for increased teacher monitoring
2. 7-12 Lesson plan required elements: target, gradual release step, formative assessment	Ruybalid	No funding	Ruybalid monitored lesson plans.
3. Monthly EBP staff development; fidelity walkthroughs.	Admin team (Sackmann, Cook, Ruybalid)	\$1654.86	Book Study on topics: engagement, trauma informed, noisy classroom - Differentiated professional development for staff fidelity walkthroughs.

4. K-6 new ELA curriculum 24-25 school year	Individual teachers	\$28,700	New curriculum (iReady-Magnetic/Ready) was purchased and contracted for 6 years.
5. DEAR time encouraged in individual classroom	Individual teachers	Not consistently enforced.	Not implemented

Reflect

Date: 3/12/2025	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale
1. Imagine Learning to use 7-12th (WIN time) as an intervention	Online system was not a good fit, low usage - not an engaging program	Discontinue Imagine Learning, but continue WIN time for 7-12
2. 7-12 Lesson plan required elements: target, gradual release step, formative assessment	Plans are starting to show elements that are needed.	Continue requirements for staff accountability
3. Monthly EBP staff development; fidelity walkthroughs.	Walkthroughs were completed by administration. There were monthly assignments assigned and completed by staff. Walthill met the TIP goal for the 2024-2025 school year.	Continue for ongoing professional development and TIP requirements
4. K-6 new ELA curriculum 24-25 school year	Reading Data with NSCAS and iReady	Continue curriculum implementation
5. DEAR time encouraged in individual classroom	Not consistent	Discontinue

District Priority two 2023-2024

Identify			
Data Facts:			
<ul style="list-style-type: none"> NSCAS Growth, MAPs showed students at developing level and iReady showed majority of students 1-2 grade levels below their current grade level. 			
Strength Areas		Growth Areas	
<ul style="list-style-type: none"> Providing interventions to students K-12 		<ul style="list-style-type: none"> Analyzing data in PLC groups to influence instruction at Tier 1 	
Analyze			
Based on data, why do we think we are seeing these results?		How might we improve these results?	
<ul style="list-style-type: none"> Struggling to understand grade level content. Students are not reaching proficiency on NSCAS. Students come to us as kindergarteners already behind their peers. Possible reasons are poverty, limited life experiences, high mobility rates and low attendance rates, Mazlow's hierarchy of needs not meet High rates of substance abuse in the local population 		<ul style="list-style-type: none"> Imagine learning pre assessments and growth tracking Diagnostic portion of iReady (3x/year) Working to partner with parents/guardians to improve communication and family involvement 	
Priority Outcome: Student proficiency on NSCAS Growth math			
Priority Goal: : By the end of the 23-24 school year, 35% of the students in each grade level will be proficient in math as measured by district assessments/screeners.			
Implement			
Activity	Staff Responsible	Funding Needed	Look Back

1. Implementing Imagine Learning 7-12th (WIN time)	Ruybalid and teachers	No new funding	We have 1 more year contracted. Planned for increased teacher monitoring
2. 7-12 Lesson plan required elements: target, gradual release step, formative assessment	Ruybalid	No funding	Ruybalid monitored lesson plans.
3. Monthly EBP staff development; fidelity walkthroughs.	Admin team (Sackmann, Cook, Ruybalid)	Approximately \$1,500	Book Study on topics: engagement, trauma informed, noisy classroom - Differentiated professional development for staff
4. Really Great Reading Training (Reading Strategies for word problems) and MyPath in iReady math skills practice	Sackmann and Ross	Paid for training and licenses for MyPath for students K-6 \$7,000/year	
5. Update old curriculums to high quality instructional materials	Ruybalid, Meyers, Stark	\$55,000	Reveal Math by McGraw Hill started this year

Reflect		
Date	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale
1. Implementing Imagine Learning 7-12th (WIN time)	Online system was not a good fit, low usage - not an engaging program	Discontinue Imagine Learning, but continue WIN time for 7-12
2. 7-12 Lesson plan required elements: target, gradual release step, formative assessment	Plans are starting to show elements that are needed.	Continue requirements for staff accountability
3. Monthly EBP staff development; fidelity walkthroughs.	Staff were given monthly tasks/assignments to complete monthly. Fidelity walkthroughs were completed each semester.	Continue for ongoing professional development and TIP requirements
4. Really Great Reading Training (Reading Strategies for word problems) and MyPath in iReady math skills practice	Some strategies were implemented from RGR for interventions as needed. MyPath is utilized for the recommended 50 minutes a week.	Continue iReady MyPath
5. Update old curriculums to high quality instructional materials	Implemented new curriculum (Reveal Math 7-12) that meets the standards	Continue with high quality instructional materials, follow the curriculum revision cycle

District Priority One 2024-2025

Identify	
Data Facts: Reading <ul style="list-style-type: none"> ● 59% of students made improvement on MAP Growth between Fall 2024 and Spring 2025 (2,9,10) ● 61% of students made improvement on NSCAS Growth between Fall 2024 and Spring 2025(3-8) ● 74% of students made improvement on iReady between Fall 2024 and Spring 2025 (4-6) ● 100% of students made improvement on DIBELs between Fall 2024 and Spring 2025 (K-3) 	
Strength Areas	Growth Areas
<ul style="list-style-type: none"> ● Grades K-3 take DIBELs, and 100% of students made 	<ul style="list-style-type: none"> ● We are looking for greater growth in NSCAS scores.

improvements. <ul style="list-style-type: none"> • More than half of the whole district made reading gains. 	<ul style="list-style-type: none"> • Junior high needs a lot of improvement.
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Analyze

Based on data, why do we think we are seeing these results? <ul style="list-style-type: none"> • Elementary - A stronger curriculum and departmentalized subject areas allowed for more rigor in teaching; tutoring. • Secondary - New teacher this year, co-teaching was new • Attendance is a barrier 	How might we improve these results? <ul style="list-style-type: none"> • Implement more intensive intervention time for both elementary and secondary. • Continue offering attendance incentives.
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Priority Outcome: Students can read with understanding, making meaning from text in order to learn, think critically, and enjoy reading.

Priority Goal: By the end of the 24-25 school year, 80% of students will increase their reading skills as measured by MAP Growth (9-10), NSCAS Growth (3-8), iReady (4-6), and Dibels (K-3) web assessments.

Implement

Activity	Staff Responsible	Funding Needed	Look Back
K-6 Magnetic Curriculum/MyPath	Classroom Teachers	\$28,700	First year of implementation, consistent progress was made. Will continue to implement.
Read Naturally	Interventionist/Special Education Teachers	\$2,845.70	Needs to be consistent and used with fidelity.
Morpheme Magic 7& 8	Classroom Teacher	\$286	Helped with vocabulary
Weekly Grammar Interventions - Grammar Wednesday 9th-12th	Classroom/Special Education Teachers	None	Students had a 89% growth in Reading in 10th grade, so implementation seems to be working.

Imagine Learning	Classroom Teachers	None	This is the last year for implementation.

Reflect		
Date	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale
K-6 Magnetic Curriculum/MyPath	Students are progressing in their individualized MyPath instructional plans. 74% of students increased their benchmark scores in grades 4-6	Continuing for the next school year.
Read Naturally	Students meeting their IEP ELA goals.	Continuing for the next school year.
Morpheme Magic 7& 8	Prose and poetry were our lowest category and not vocabulary!!	Continuing for the next school year, but in the intervention block.
Weekly Grammar Interventions - Grammar Wednesday 9th-12th	Students had a 89% growth in Reading in 10th grade, so implementation seems to be working.	The grammar interventions will continue and may be increased next year.

District Priority two 2024-2025

Identify	
Data Facts: Math <ul style="list-style-type: none"> 63% of students made improvement on MAP Growth between Fall 2024 and Spring 2025 68% of students made improvement on NSCAS Growth between Fall 2024 and Spring 2025 93% of students made improvement on iReady between Fall 2024 and Spring 2025 	
Strength Areas	Growth Areas
<ul style="list-style-type: none"> More than 50% of the whole district showed growth. 	<ul style="list-style-type: none"> Increase the number of students who are proficient.

<ul style="list-style-type: none"> 93% of students made improvement on iReady 	
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Analyze

<p>Based on data, why do we think we are seeing these results?</p> <ul style="list-style-type: none"> Elementary - A stronger curriculum and departmentalized subject areas allowed for more rigor in teaching. High School - New curriculum, started co-teaching 	<p>How might we improve these results?</p> <ul style="list-style-type: none"> More intensive intervention times for math added for next school year Add more math vocabulary/language Explicit Teaching
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Priority Outcome:

Priority Goal: By the end of the 24-25 school year, 80% of students will increase their math skills as measured by MAP Growth (9-10), NSCAS Growth (7-8), and iReady assessments (K-6).

Implement

Activity	Staff Responsible	Funding Needed	Look Back
Imagine Learning	Classroom Teachers	Past purchase	This is the last year
K-6 iready Curriculum/MyPath	Classroom Teachers	\$24,850	This is the 3rd year of our curriculum.
7-12 New curriculum - Reveal Math	Classroom Teachers/Co-teachers	\$30,749.69	Learning curve for 1st year use

Reflect

Date	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale
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Imagine Learning	Lack of teacher & student buyin; not a good fit for our school	Discontinue
K-6 iready Curriculum/MyPath	Over 90% of students made progress on their diagnostic over the course of the 24-25 testing year.	Continuing for the next school year.
7-12 New curriculum - Reveal Math	9th Grade had a 50% growth and 10th had a 31%.	Continue for the next 4 years. Technology piece is a learning curve.

District Priority One 2025-2026

Identify	
Data Facts: <ul style="list-style-type: none"> • ____% of students made improvement on MAP Growth between Fall 2025 and Spring 2026 • ____% of students made improvement on NSCAS Growth between Fall 2025 and Spring 2026 • ____% of students made improvement on iReady between Fall 2025 and Spring 2026 • ____% of students made improvement on Dibels between Fall 2025 and Spring 2026 	
Strength Areas	Growth Areas
•	•
Analyze	
Based on data, why do we think we are seeing these results?	How might we improve these results?
•	•
Priority Outcome: Students can read with understanding, making meaning from text in order to learn, think critically, and enjoy reading.	
Priority Goal: By the end of the 25-26 school year, 80% of students will increase their reading skills as measured by MAP Growth/NSCAS Growth (3-10) and Dibels (K-2) web assessments.	

Implement			
Activity	Staff Responsible	Funding Needed	Look Back
Small groups in K-6	Classroom teachers/ Para	Read Naturally	
7th & 8th grade interventions	J. Holtgrew, M. Nichols, K. Ross	Read Naturally Morpheme Magic Readtopia Classroom Novels	
I Ready My Path	Classroom teachers	Yearly Subscription	
Branching Minds	Classroom Teachers/Paras	\$9,998	

Reflect		
Date	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale

District Priority two 2025-2026

Identify
Data Facts: ●

Strength Areas	Growth Areas
•	•

Analyze

Based on data, why do we think we are seeing these results?	How might we improve these results?
•	•

Priority Outcome: Students can apply mathematical concepts, procedures, and reasoning to solve problems in real-world and abstract situations.

Priority Goal: By the end of the 25-26 school year, 80% of students will increase their math skills as measured by MAP Growth/ NSCAS Growth (3-10), and iReady assessments (K-2).

Implement

Activity	Staff Responsible	Funding Needed	Look Back
7th & 8th grade interventions	H. Meyers, A. Rohde, R. Anderson	None	
I Ready My Path	Classroom teachers	Yearly Subscription	
Small groups in K-6	Classroom teachers/ Para	Touch points	
Branching Minds	Classroom teachers/ Para	\$9,998	

Reflect

Date	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale

District Professional Learning Opportunities Needed to Implement the Action Plan

District PD Plan

[22-23 PD](#)

[23-24 PD](#)

[24-25 PD](#)

[25-26 PD](#)

[PLC Schedule](#)

[24-25 Wednesday Schedule](#)

[25-26 Wednesday Schedule](#)

Describe your district's training plan. Be sure to consider training needs related to core and intervention instruction, assessment, coaching, leadership, data-based decision making, etc. Also, be sure to consider training for teachers, paraprofessionals, special education staff, administrators, coaches, new staff each year, etc. (TIP 3.1)

EBP time happens 1x/ month. Our EBP is evaluated through our fidelity walkthrough form used by administration and data is collected. As an EBP team, we will continue our work into the 24-25 school year. Our PLCs have a major focus on essential standards. In addition, staff was provided with PD on Depth of Knowledge. In addition Pre-K-12 staff were provided topics to examine: UDL, Opportunity Myth, Executive Functioning, and AI in Modern Education

[EBP 22-23](#)

[EBP 23-24](#)

[EBP 24-25](#)

K-6 implemented a new ELA curriculum for the 2024-2025 school year, we brought in curriculum trainers to familiarize the teachers with the new curriculum. In addition, our EBP team uses our reading coach (who is part of the team) to help with explicit instruction assistance at the K-6 grade levels. In addition, the coach and PLCs in K-6 reach out to the ESU 1, Amy Mundil, for support. Our curriculum is based on explicit instruction.

Grades 7-12 in the area of reading, began using SAVAAS New Perspectives. In the fall, a trainer conducted training for New Perspectives. In addition, for enrichment and supplemental support, we use Imagine Learning daily for intervention time in grade. Along with Imagine Learning, the 11th grade students also spend time on AOP for ACT preparation. Juniors and seniors are given opportunities for enrichment through dual credit classes from NICC. In 2024-2025, English/Language Arts is being co-taught in grade 7 and 8 with social studies. This allows more teachers in the room to provide instruction and support. We are planning on continuing this for the 2025-2026 school year. The 2025-2026 school year, 7th and 8th grade intervention will be provided with six teachers using explicit instruction.

The PK-12 EBP is based on essential standards in the area of instruction and using an “I do, We do, You do” strategy in the class. The gradual release is important to have hands-on work and to also see the active struggle with students so that they do their work and then can ask for support. Administration plans on completing quarterly walkthroughs next year.

Training to Support Staff in Implementing Evidence-Based Practices (TIP 3.2)

Select all that apply:

- Coaching **detailed description in “Implementing the Plan”*
- Modeling
- Spaced Learning
- Varied Learning Opportunities
- Analyzing and Reflecting
- Scaffolding
- “Other” and include a description of the provided support: PLC team support - data dig opportunities w/ assessment coordinator

Measuring Implementation of the Student-Centered EBP (TIP 3.3)

For each topic that was examined for EBP, the staff were required to complete Google forms with questions. The EPB reviewed the Google Forms to ensure they were completed.

Administrators measured the implementation of the EBP through formal observations with the S.E.E.D. rubric. Walkthroughs were completed quarter 1 and 4. In the 2025-2026 school year, the walkthrough fidelity form will be done quarterly to measure implementation.

[Click Here for the Table of Contents](#)

Elementary Data

Link Folder/Electronic Storage Unit ([Samples](#)) for Agendas ([Samples](#))/Additional Information/Data/Fidelity/E

Secondary Level Data

Link Folder/Electronic Storage Unit ([Samples](#)) for Agendas ([Samples](#))/Additional Information/Data/Fidelity

