

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. William Peter Huben

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Wenceslaus Catholic School

(As it should appear in the official records)

School Mailing Address 15353 Pacific Street

(If address is P.O. Box, also include street address.)

Omaha NE 68154-2871
City State Zip Code+4 (9 digits total)

County Douglas

Telephone (402) 330-4356

Fax (402) 884-4417

Web site/URL

https://www.stwenceslaus.org/school

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E-mail hubenw@stwenceslaus.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Micheal Ashton Ed.D

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail mwashton@archomaha.org

District Name Archdiocese of Omaha Catholic Schools District Tel. (402) 557-5600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Kenneth Wentz III

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	65	76	141
K	46	49	95
1	51	36	87
2	55	41	96
3	36	51	87
4	38	35	73
5	35	37	72
6	42	41	83
7	39	32	71
8	50	37	87
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	457	435	892

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 2 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2017	847
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
1 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 37

8. Students receiving special education services: 8 %
72 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>8</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>25</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Saint Wenceslaus Catholic School enriches students in the Catholic faith while promoting academic excellence, responsibility to self, and service to others.

PART III – SUMMARY

Saint Wenceslaus, a Czech National parish, was founded in 1877 by Fr. Vaclav Kocarnik in Omaha, Nebraska. In 1879, The Sisters of Mercy opened a grade school. On July 3, 1887, a new church was dedicated and the school was enlarged. When membership began to decline, parishioners voted to relocate in 1980. The present facility is in southwest Omaha, approximately 15 miles from downtown.

The school is located in a mid to upper socioeconomic section of the city, with a current metro-area population of almost one million. When the school doors opened in 1985, it held 35 kindergarten and first grade students. With multiple additions, the school has grown in structure and enrollment. The school consists of 2-Day Preschool through eighth grade, serving 892 students, making it the largest Catholic elementary school in Nebraska.

Educational and spiritual strengths of Saint Wenceslaus rest on the foundational support from committed parish and school members. From an early age, students learn what it means to live as a Disciple of Christ. Parents work together to serve on the Home and School Association, School Board, Parish Council, Finance Committee, and other committees to make sure all stakeholders are involved in the students' education. Parents stay connected with their child's progress and current events through Sycamore Education. Communicating current progress to parents fulfills a promise to ensure all students are well cared for at school.

Saint Wenceslaus educators work diligently to reach the spiritual, educational, and personal needs of the diverse student body. The school has a faculty of 47 full-time teachers, 72 percent of which hold a master's degree. These teachers show their dedication to the school and the Archdiocese in many ways. Staff members continuously assist in updating the Archdiocesan assessments and standards to align with Nebraska and National standards in math, science, literature, music, Spanish, and social studies. Teachers are supported by 26 instructional paraprofessionals that assist in differentiating instruction.

Teachers challenge students academically using a multitude of methods. Paraprofessionals are utilized to assist in instruction and supervise small groups. In fifth through eighth grade, students are placed in math classes based on ability. Differentiated instruction and individualized learning give students the opportunity to be challenged and have choices in their educational experiences. Google Classroom, iPads, Chromebooks, and Smartboards are used in the classroom to enhance learning.

Counselors engage students with lessons about social responsibility to build successful, productive citizens. Students participate in the annual food drive, benefiting charities and organizations such as the American Heart Association, and the American Cancer Society. Funds and support go to specific causes, such as sponsoring high school students' trips to Washington D. C. for the Pro-Life March and supporting families fighting cancer. Students in the Social Justice elective have additional hands-on experience delivering meals to the homeless. Eighth grade students complete hundreds of community service hours in preparation for the Sacrament of Confirmation.

Emotional and physical needs of the students are met by creating a safe, active school environment. Each year, the student body participates in the Circle of Grace program, which is led by teachers, and developed by the Omaha Archdiocese. The program empowers children to create safe relationships with those around them. A safe school environment is also created through the teacher's Safe Environment Training. Wellness is addressed with health curriculum, walking club, hot lunch program and recess for all grade levels. Wellness needs throughout the school day are addressed by registered nurses. Understanding the needs of kinesthetic learners, activities and periodic "brain breaks" are included during instruction. Students also have the opportunity to participate in eight extracurricular sports.

Saint Wenceslaus students in third through eighth grade earn consistently high scores on standardized tests. The results collected from the test are reviewed closely. The staff uses test data to bridge any apparent gaps in student learning and develop plans to meet learners who are excelling. Saint Wenceslaus has sent students to the Scripps National Spelling Bee in Washington D.C. in addition to state and national qualifiers in the

National Geographic Geography Bee. Saint Wenceslaus has repeated success in annual math competitions against other area schools. In addition to those scores, our eighth grade students receive on average 20 scholarships to high schools based on entrance exam scores. Last year, 38 percent of eighth grade students taking the test received a results-based scholarship. Saint Wenceslaus alumni have averaged at least one valedictorian per year in a parochial high school for the past nine years. These achievements reflect the diligent work of the Saint Wenceslaus community.

Through the active participation of all stakeholders in the Saint Wenceslaus community, the students' spiritual, academic, and personal lives thrive as they consciously work to do their best and truly become Disciples of Christ.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English Language Arts program at Saint Wenceslaus focuses on developing lifelong literacy. This is accomplished by frequent formative assessments, and differentiated instruction. Creating a culture of motivated readers and writers is the ultimate goal of the English Language Arts program.

Students in K-5th grade are assessed using Fountas and Pinnell benchmarks. These assessments are data-driven, utilized to teach students at their instructional level, and allow teachers to observe growth throughout the year. For example, primary students bring leveled books home weekly in order to encourage reading at home and promote emergent literacy skills. Specific strategy instruction occurs in the areas of comprehension, vocabulary, and oral reading fluency.

Middle school students continue their literacy journey by reading and writing across a variety of genres and using communication skills to synthesize their learning. Direct vocabulary instruction occurs from a young age and intensifies as students get older to prepare them for secondary education. Literature discussions occurs daily and connections are continually made between the literature being studied and its global application.

Through the use of practices such as literacy stations, guided reading groups, literature circles, and Writer's Workshops, students take ownership of individual performance and the direction of their learning. Understanding that students need to develop twenty-first century skills, teachers use a variety of tools to immerse students in situations where collaboration, creativity, critical thinking, and communication are key. These skills and goals are supported through the diverse library collection and curriculum at Saint Wenceslaus. Corresponding with senior citizens, deployed military, children in Uganda, and family members, in the Global Read Aloud Project. Digital media lowers the walls of the classroom to make Saint Wenceslaus truly global. Creating a culture of motivated readers and writers is the ultimate goal of the English Language Arts program.

1b. Mathematics:

The Saint Wenceslaus Mathematics program focuses on developing problem-solving strategies, applying math to everyday situations, making math connections, reasoning and computing. All grades use the Omaha Archdiocese math curriculum and the Nebraska state standards to guide instruction. Students gain a strong understanding of number sense in the primary grades and progress to a deeper understanding, application, and reasoning of math concepts in the upper grades. Many differentiated techniques are used to enhance learning, including small groups, hands-on activities, manipulatives, and instruction tailored to each student's learning style. With the use of technology, students are exposed to various mathematical programs, such as XtraMath, to extend and enrich learning and help reach the instructional needs of all students. Through independent work, each individual student, K-8, has the opportunity to further their mathematical concept knowledge using iPads, laptops, and Smartboards.

Further bolstering this strong foundation in math concepts is the implementation of Simple Solutions in second through eighth grade. This approach focuses students on revisiting previous math concepts and standards and applying this existing knowledge to new problem solving skills. Ongoing classroom assessments, TerraNova standardized testing, and annual finals ensure proper class placement, and appropriate skill level challenges for each student. Individual and small group intervention is available. In order to accommodate all students, four remedial level math classes are taught by two resource educators. Saint Wenceslaus ensures limited numbers in these classes to give students more individualized instructions when needed. The resource educators also co-teach in grade level math classes, to provide assistance to all students. Advanced students in fifth through eighth grades have the opportunity to take higher level math classes such as Algebra and Geometry on-site. This allows the students to be successful as they enter high

school. As a result of reinforced math concepts, Saint Wenceslaus students successfully compete in citywide math competitions.

1c. Science:

Saint Wenceslaus Science Curriculum encourages students to question and seek understanding of the world while becoming responsible stewards. All areas of science, including life, Earth, space, and physical are studied. Essential standards include inquiry, connections, and influence. Inquiry evolves from asking questions to designing and conducting investigations, and communicating the results. The study of connections begins with observing and identifying, and leads to using critical thinking skills to analyze relationships. Influence first focuses on how choices affect individuals and communities, and ends with evaluating the impact that science has on personal and social decisions. Content Standards begin with the youngest pupils and spiral as the students learn and mature. In Life Science, kindergarten students learn what organisms need to survive. Middle school students learn the interconnections of the human body, and how living things interact with their environment. The study of Earth and space starts with learning about local weather and culminates with a study of gravity and the solar system. Physics begins with students learning how forces move objects, which leads to engineering and design studies.

Many instructional approaches are used that ensure student learning, with individual guidance and resource assistance available. Teachers provide hands-on experiences and inquiry-based lessons, STEM activities, as well as technology driven research and simulations that help student development. Teachers emphasize identifying problems, researching, and experimenting, to discover possible solutions to the challenges of today's world. A variety of experiences are provided and community resources are utilized to enhance the curriculum.

Student assessments include lab activities, class interaction, projects, presentations, and written work. Saint Wenceslaus continuously evaluates student progress and curriculum success by analyzing TerraNova scores, revising curriculum maps and obtaining feedback from local high schools and alumni.

1d. Social studies/history/civic learning and engagement

Saint Wenceslaus' Social Studies program utilizes the Omaha Archdiocese Curriculum standards to ensure a thorough understanding of countries, communities, and interactions of the people around the globe. The school maintains a focus on the role of a citizen and how that role intertwines with our Catholic faith. Saint Wenceslaus expects students to master skills of map reading, interpreting primary and secondary sources, and analyzing history through daily discussions, written response and immersion in literature. Students are continuously exposed to a variety of histories to create a culture of active citizenship, awareness of cultures, and social justice. These skills are demonstrated by creating opportunities to engage students in the global community. The foundation of Social Studies builds on students' identity as Nebraskans, Americans, and world citizens. Teachers use curriculum mapping to ensure that each grade level builds on the prior to culminate in a student with a mastery in understanding the world around them and the many paths people have made throughout history.

Beginning in grades K-3, students learn about the family unit, their community and cultural events around the world. Teachers take advantage of iPads, research and literature from other countries to teach these skills. Fourth through eighth grades focus on government structures both in the past and today. Students in fourth grade take a field trip to the Nebraska State Capitol building to witness first hand how our local government works. Students examine how Nebraskans from the past have shaped our identity in their Notable Nebraskans project. Middle school students learn about the formation of our country and Constitution to enable them to become educated and active citizens. This concludes with a research report, project and persuasive speech about a person that belongs in the "History Hall of Fame."

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Saint Wenceslaus preschool offers a variety of options to meet social, emotional and academic needs of children ages 3-5. Teachers collaborate to ensure the preschool reading and language arts, math, science and social studies assessments and recording methods align with early education standards. This gives students the foundation to be successful for future education at Saint Wenceslaus. The preschool programs utilize developmentally appropriate amounts of play and academics to challenge students at the appropriate level. Students in the preschool program gain the understanding and knowledge of what it means to be a student academically, socially, and spiritually.

2. Other Curriculum Areas:

Each student has a designated time focused solely on spiritual growth through religion class. The school's goal is for students to learn about the Catholic faith and grow into Disciples of Christ. Students pray daily and receive visits from priests and deacons in addition to monthly Adoration and Benediction, and sacramental preparation.

The foreign language program includes Spanish classes for pre-K-8th grade instructed by two full time instructors. Pre-K meets weekly, and K-5th meet twice weekly. Sixth grade students increase the frequency of classes to three days a week. In seventh and eighth grade, two thirds of the students choose Spanish as an elective and meet four times a week. Pre-K-4th grade students learn sound systems, conversations, and cultures of Spanish speaking countries through songs, activities, and games, making learning fun while promoting retention. In middle school, students learn how to write and converse in multiple tenses. Written, oral assessments and projects provide a chance to demonstrate mastery of the content. The program provides the skills for graduates to begin high school Spanish at an advanced level.

The visual arts program encourages and inspires students to use their individuality, creativity, and critical thinking skills. Grades pre-K-8th attend weekly art classes where they learn through various media. Activities such as collaboration with other schools, lessons in diversity, and use of technology further enhance and develop the art curriculum to maximize each student's artistic experience. Family and community involvement and pride in students' work is promoted through family nights, clubs, contests and awards. Use of an on-site kiln enhances the program and affords students the opportunity to work with other media not usually experienced until high school.

Music is taught once a week to pre-K students, and twice a week to grades K-8. They learn to create, perform, and respond to music. Students learn music appreciation, music history, keyboard skills, vocal production, and music theory. Students learn by singing, listening, composing, and playing a variety of instruments. Middle school students are taught ballroom dancing and dance etiquette. Students in K-8th grade each perform an annual program where they showcase the skills they have learned in class.

Physical education is taught twice a week to students in grades K-8, and weekly to pre-K. The goal is to develop students socially, physically, emotionally, and mentally. Through a variety of dynamic activities that empower and energize students, teachers guide them to acquire positive self-image, effective teamwork, cooperation, and problem-solving skills. To keep students motivated, the program utilizes FitnessGram assessment, rock wall, large outdoor fields as well as a wide array of modern technology and equipment. Throughout the program, students learn key elements to strengthen their bodies and their faith by living healthy active lives.

The counseling department's mission is to provide proactive, comprehensive, and developmentally appropriate programs to address students' academic and career goals while supporting their personal, emotional and social needs. This is accomplished through individual, small group and classroom guidance based on the American School Counselors Association standards weekly. Counselors help students reach their maximum potential and build successful, productive citizens. Personal inquiry, growth in faith, social responsibility and academic excellence are encouraged and fostered in student partnerships with the community, through retreats, activities, and service projects.

To enhance classroom instruction, students and staff utilize technology through desktop computers, laptops, Smartboards, iPads, Chromebooks, and Google Classroom. Kindergarten through eighth grade students participate in weekly computer science classes. Students learn skills in programming, physical computing, HTML, CSS, and Java. As an elective, seventh through eighth graders stay after school weekly to develop websites, applications, and games. The goal of the program is to equip students with the skills to be tech-literate to build the technology of the future instead of just being technology consumers.

The Media Center houses over 17,000 library materials available for checkout. Students in High-Five through fifth grade visit the library weekly for lessons and to check out books. Sixth and Seventh grade students visit biweekly, and the eighth grade students use the library as needed. Library curriculum is taught by a certified media specialist. Teachers and students rely on the media center as an integral part of the language curriculum for both research support and literary materials.

3. Special Populations:

Saint Wenceslaus strives to meet the needs of every student of every race, religion, ethnicity and socio-economic background. Students requiring additional academic, behavioral or emotional support are provided services through the resource and/or counseling department. Students are identified for services through formative and summative assessments, standardized test scores, teacher observations and parent requests. Once a student's needs are identified, a Student Assistance Team, consisting of classroom and resource teachers, parents, administrators and counselors, reconvenes to discuss interventions to help the student succeed in the classroom. This team meets every six weeks to monitor progress and re-evaluate the interventions that are implemented.

Four on-staff resource teachers collaborate with the Student Assistance Team to provide services to students through inclusion and pull-out programs. Teachers use data gathered from formative and summative assessments in addition to Fountas and Pinnell benchmarking to differentiate and individualize instruction to meet the needs of each student. TerraNova test results are used to guide instruction and develop best teaching practices to engage the whole child.

Saint Wenceslaus partners with the local, public school district to provide academic, psychological and speech testing for students referred by the Student Assistance Team. This cooperation provides valuable input regarding accommodations necessary for student success. Students who qualify for occupational therapy, as well as speech, visual, or auditory assistance, receive direct services from the public school district in which they reside.

When conduct consistently interferes with student learning, Saint Wenceslaus initiates the Archdiocese of Omaha's Student Behavior Plan. After identifying specific problem behaviors through tracking of data, the support team meets to develop a plan. Teachers, counselors, administrators, and parents work cooperatively to set a goal and provide strategies to help correct behavior. As behavior improves, the plan changes to promote the desired conduct to continue, with an ultimate goal of graduating the student out of his or her plan. Meetings are held routinely to reevaluate the plan and assess the student's progress. Based on their progress, adjustments may be made or the student is dismissed from the plan.

Students are given multiple opportunities starting in fifth grade to advance up a grade level in math based on qualifying test scores and teacher recommendations. As a result, eighth grade students may take Geometry. More advanced students are given the opportunity to take math classes at local Catholic high schools. Students that have been assessed as reading above grade level are assigned more challenging texts. They are instructed on the use of Bloom's Taxonomy and encouraged to question at a higher level of thinking. High ability students are frequently given the opportunity to showcase their skills and talents by participating in competitions and events in areas such as writing, music, art, and math with great success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school climate and culture of Saint Wenceslaus can be seen from the beginning of the school day. The day begins with the entire school reciting a prayer, the Pledge of Allegiance, and school mission statement in unison. The school prayer is recreated each year by the eighth grade class. The eighth grade shows their leadership in this way. They also may apply to be a school ambassador. These students give tours to prospective families, and help lead Kindergarten Round Up, Open House, and Parent Teacher Conferences. Having students take on these leadership roles puts students at the forefront of their educational experience. Other students take on leadership roles by being buddies for primary grade levels. The fourth grade students are partnered with kindergarten students to guide them through their first year of all day school.

Saint Wenceslaus's school culture can be seen through the numerous all school activities. Students attend all school Masses at least once a month along with weekly grade level Masses. Services of Benediction and Adoration occur monthly and an opportunity to go to Reconciliation is provided once per quarter. Students show support to one another by attending music programs, drama plays, and sporting events. When students and staff support and encourage one another, it reflects the positive school culture.

Teachers at Saint Wenceslaus motivate students in many different ways. One way students are urged to live out the school mission of "serving others" is through the Spirit of Saint Wenceslaus Award. Students may receive this award from teachers who witness them serving others. Examples of student excellence in the area of art, music, and physical education are displayed in the Knights Hallway.

School culture is seen through the students, but begins with the staff. The school's Hospitality Committee creates a family-like atmosphere. Each year, staff members make a monetary contribution to the Hospitality Committee, which provides gifts for staff members who have family members in need. Employees continuously send emails and requests for prayers for sick family members or friends, and they know they can count on their colleagues as "Prayer Warriors" to pray for and care for each other. The Hospitality Committee also puts on events such as the "12 Days of Christmas," potlucks, and baby showers for employees. This strong sense of community among the staff reflects on the culture of the whole school.

2. Engaging Families and Community:

Saint Wenceslaus views itself as a vital part of not only the local Omaha community, but the global community. Evidence of the school's impact on the world can be seen by the actions of the students, families and staff. Beginning with involvement in Educate Uganda, Saint Wenceslaus has helped to construct, staff, and supply three schools in Uganda, and sponsor the education of more than 150 students. Providing children from across the world with an education, uniforms, meals, and emotional support has given students an early experience with seeing just how far their service can reach. Another example of Saint Wenceslaus' global outreach is the Treats for Troops collection. Students donate Halloween candy and write letters of support and thanks to troops overseas. Over the past six years the students have written thousands of letters of support as well as donated approximately 4,000 pounds of candy.

The focus of Saint Wenceslaus draws closer to home with many opportunities for families and students to directly affect others locally. For 28 years, the annual canned food drive has provided Saint Martin de Porres shelter with food that lasts through the winter months. The school collects on average 17,000 pounds of food each year that goes directly to our community members in need. Saint Wenceslaus anticipates it will achieve the 500,000 pound mark in 2019. Students provide school supplies for their sister school, Saint Bernard's, collect coats and shoes for homeless shelters, and adopt families in need at Christmastime. Monthly dress down days collect finances to benefit various groups within the community.

Saint Wenceslaus recognizes that it lives and functions within a family unit and church community. The lines of communication are open on many levels between families and teachers, and also church organizations and leaders. Students and parents can use the internet-based Sycamore Education platform to

check grades, assignments and important announcements and documents. Photos and recognition of daily events are posted to the school's Twitter and Facebook accounts along with a weekly school and class-based newsletters. Parents can easily track the growth their student is making on a daily basis. Parents often visit classrooms to volunteer, participate in student recognition days or attend weekly Masses. Families participate as a community in various local restaurants "eat out" nights to benefit the school. Saint Wenceslaus sees itself as an integral part of the city of Omaha.

3. Professional Development:

Teachers at Saint Wenceslaus are encouraged to continue developing and enhancing their skills. Teachers receive two days per school year for outside professional development, which include national conferences, seminars, and workshops. After these events, teachers apply what they have learned in the classrooms, and share ideas and techniques with their colleagues. This allows teachers to develop skills for their specific grade level or subject matter.

Saint Wenceslaus developed Professional Learning Communities (PLCs) for the staff to continue their learning. The focus of the PLCs changes based on the needs of the school and staff. When first implemented, the focus of the PLCs was the use of Differentiated Instruction in the classroom. Teachers were each provided a book to help guide their professional development. After reading the suggested strategies, teachers created goals for implementation of Differentiated Instruction in their classrooms. Teachers were observed and were able to collaborate with each other during this process. These PLCs created an atmosphere conducive to collaboration and idea-sharing. Saint Wenceslaus found this process promotes a consistent, effective teaching environment, which flows down to impact student success.

Grade level teachers hold weekly meetings with administrators to discuss methods to improve student learning within their content area. Having this constant communication amongst staff helps meet the needs of the students. New ideas and teaching strategies are created within these weekly planning sessions.

The new teacher mentoring program helps seasoned teachers shepherd new staff. Weekly mentor/mentee meetings allow teachers to communicate the many traditions established in the school, share teaching strategies, and answer questions to guide new teacher progression toward excellence. Administrators lead monthly meetings with the new teachers focusing on professionalism, communication, classroom management, and school policies. One beneficial practice is observation of other teachers within the Archdiocese. New teachers have the opportunity to witness successful lessons and techniques in action, and obtain advice from experienced educators.

Teachers have the opportunity to grow in spirituality through the School of Faith program, which is held throughout the Archdiocese of Omaha. During the monthly School of Faith sessions, teachers learn more about their faith, which helps them become better role models for the students at Saint Wenceslaus.

Additional professional development is offered in-house by faculty members. Staff members meet after school to share strategies and support one another in advancing best practices. One example is a series of sessions focused on intentional inclusion of writing across the curriculum.

4. School Leadership:

Saint Wenceslaus's philosophy is to prepare students to succeed in high school, college and beyond. School families envision their children attending college and living successful lives. Each student is encouraged to strive for academic success. Whether in everyday class work, competing in an Archdiocesan, state, or national contest, on the athletic field or working to become better Christians, students embrace the challenge and do their best.

The pastor of the parish oversees the school, but places direct control of school related activities with the chief administrator, the principal. The pastor supports the school by participating in school functions, modeling spiritual discipleship, and instructing weekly classes. The hiring and contract renewal of the principal is the responsibility of the pastor. The principal hires and renews the contracts of school staff.

The school leadership team consists of the 2018 Omaha Archdiocesan Administrator of the Year and two assistants who direct curriculum development, assist in various methods of student learning, and work closely with staff. The current administrative team has over 21 years of collective administrative experience.

The McREL Power Walkthrough observational tool was purchased to give the administrative team a greater insight into the classroom. With the data collected, the leadership team and the staff create school-wide goals to assist with classroom management, student learning, and teacher productivity.

Each year, teachers are appointed to committees to ensure that all opinions are heard. In recent years, teachers helped lead the strategic planning, a new discipline plan and direction, a new reading and math program, as well as Catholic School Week activities.

The School Board is strongly committed to ensuring success and guidance to the school. This appointed position meets monthly to review and advise on all policies within the school. This past year, the board focused on school safety, meeting with city leaders and first responders to make sure that the students and staff are well protected in the case of any emergencies. The Parish Council helps bridge the gap between the school and parish. This elected position is informed of student achievement and helps to create new opportunities for the school and parish to grow. The Parish Finance Committee meets once every other month. This appointed position reviews both the school and parish budget. The school principal is in charge of proposing the school budget for the year and is approved by the Finance Committee in the spring.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Saint Wenceslaus has taken a unique opportunity to start each student at the school in the spot that suits them the best as decided by parents and teachers. The Early Childhood Program starts in our preschool classrooms with either a 2-day, 3-day, or 5-day class offering. There is a perfect fit provided for each and every child which remains flexible as the needs of the student may change.

An Early Childhood Team, consisting of preschool, High-Five, and Kindergarten teachers, and an assistant administrator, assembled to create a cohesive and aligned Early Childhood Curriculum. Goals for each program (2-Day, 3-Day, 5-Day, High-Five, and Kindergarten) were identified. The goals consist of identifying skills for entering and exiting each program, and creating a scope and sequence and assessments to match the curriculum being taught. Finally, the team created a grading rubric and report cards that would reflect each program's mission and goals.

Upon leaving the preschool system, parents, with teacher input, have the ability to place their child in the High-Five program. This program is meant to support students who are eligible for Kindergarten, but may not be academically, socially, or emotionally ready for the all-day Kindergarten program. A child in the High-Five program will thrive in the unique combination of Pre-Kindergarten and Kindergarten curriculum. With a 10:1 student to teacher ratio, smaller classes provide opportunities for addressing each student's needs. With an emphasis on math, reading and writing, students gain confidence and skills necessary to be successful students. By working with other students in centers and various social situations they develop self-assuredness and self-discipline. This gift of time to mature emotionally and socially, prepares students to continue their learning journey.

Students take part in many aspects of a school day similar to students in kindergarten through eighth grade. Additional interactions include Spanish, art, music and physical education in addition to attending Masses and prayer services. Saint Wenceslaus stakeholders trust that the strong educational foundation provided by the High-Five program ensures academic and emotional success and a sense of belonging to the Saint Wenceslaus community. The growth seen in these children fosters an environment for students to succeed through their time at Saint Wenceslaus. The positive roots established in High-Five lay the foundation for the academic rigors of the school.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$4260
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1265

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 30%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova 3

Grade: 3

Edition/Publication Year: N/A

Publisher: CTB/McGraw-Hill Publisher

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	83
Number of students tested	73
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	75
Number of students tested	72
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	81
Number of students tested	86
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	84
Number of students tested	69
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	89
Number of students tested	88
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 8
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	90
Number of students tested	73
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 3
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	79
Number of students tested	73
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	78
Number of students tested	72
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	83
Number of students tested	86
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	87
Number of students tested	69
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	85
Number of students tested	88
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: TerraNova 3
Publisher: CTB/McGraw-Hill Publisher

Grade: 8
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Oct
SCHOOL SCORES	
Average Score	89
Number of students tested	73
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: