

ESEA Section 1003(g) School Improvement Grants (SIG)
Lincoln Public Schools

PRESCOTT ELEMENTARY

- Section 2 – School Level Information
- Action Plan
- State of the Schools Reports
- School Profile
- External Accreditation Team Visit Report
- The Leadership and Learning Center Audit

Lincoln Public Schools – Prescott Elementary

Section 2. SCHOOL LEVEL INFORMATION

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

A.1 Analysis of Need

Profiles: Printed from NDE website for 2007-08 and 2008-09 (following)

Additional Data Needed:

Reporting Metrics for the School Improvement Grants and Student Achievement not captured on the Profile from the State of the Schools Report for 2008-09

PRESCOTT ELEMENTARY	
1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	57.1%
2) Graduation rate	Not applicable
3) College enrollment rate	Not applicable
Leading indicators	
4) Number of minutes within the school year	1,043 hours, or 62,580 minutes
5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes	Not applicable
6) Dropout rate	Not applicable
7) Student attendance rate	2009-10: 94.86% K- 94.13% 1- 95.44% 2- 95.35% 3- 95.01% 4- 94.77% 5- 94.56%
8) Discipline incidents (suspensions, expulsions as reported to NDE)	Duplicated Count of number of suspensions: 30 unduplicated count: 22 Expulsions: 1
9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	Not collected at this time.
10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	Not collected at this time.
11) Teacher attendance rate (although this is a required	Not collected at this time.

Metric, districts do not need to report baseline data at this time)	
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(a) Student Achievement and Leading Indicators:

Identified areas of need in student achievement:

Reading and Math achievement

Data examined for identification of needs:

Elementary report card data (including general education and ELL report cards)

Performance by grade 3-4-5 students on district CRTs

Behavioral referrals

The Interventions identified by the building school improvement team with the support of district leadership includes;

- a. Two instructional coaches for embedded professional development
- b. Implement intervention model for small group learning
- c. Professional development for differentiated instruction and behavior.

Prescott staff members will be piloting and ultimately implementing the use of a data analysis system purchased by the district. This system will provide current data about student performance for all of their students and will assist them in using data to make instructional adjustments in a timely fashion. The data analysis system will also provide leadership teams with relevant and current data in order to support the efforts of teams to make those instructional adjustments. The data will include formative assessments that are created by the district and/or created by individual teachers and teams at Prescott Elementary. Data will be analyzed throughout the school year and will also be compiled at the end of each school year to guide future planning efforts. Equipment and/or supplies will be purchased in order to provide access to the relevant data for all stakeholders.

(b) Programs/Services Profile:

Prescott Elementary currently provides the following:

- Reading Recovery
- Reading and math Interventions
- TeamMates
- Early Childhood preschool (ExCITE)
- Community Learning Centers
- Extracurricular Clubs
- Literacy and Math Family Nights
- Food Bank—Week-end Food Backpack program
- PIRC
- Music experiences

Additional program and service information is provided in the attached Prescott Elementary School Profile brochure.

Identified areas of need:

Reading and Math achievement
Family Literacy

The programs and services support the family engagement and literacy development, extended learning through Community Learning Centers activities and clubs, preschool, career and college ready learning and activities.

(c) Staff Profile:

Identified areas of need:

A full analysis of a profile of teachers will need to be conducted during the first year of the grant with the additional information that is now available through the new on-line access to teacher personnel files and the new principal and teacher appraisal systems. Provide ongoing professional development linked to student achievement and teacher appraisal domains

Prescott Elementary will use the expertise of district and building level consultants, including instructional coaches, district curriculum specialist and administrators, and external consultants to identify the curricular and instructional strategies that will generate the greatest gains in student achievement. The employment of two on-site instructional coaches will help facilitate ongoing embedded learning and practice for staff.

The implementation of a new teacher mentoring model will support retaining staff that will lead to relationship building that will support student, staff and parent learning as partners across the community of Prescott.

(d) Curriculum/Instructional Practices Profile:

Identified areas of need:

Continuous feedback to increase retention and student achievement
Use of formative and summative assessment data

Increasing collaboration time has been identified as a priority in the Prescott plan for improvement. This collaboration time will include opportunities for teachers to work in vertical teams as well. This time will be structured to make sure that there is vertical alignment of both the curriculum and of the instructional strategies that are being used in each grade level. Teachers will be compensated for additional time spent in collaboration outside of contract time.

One professional development need that has been identified by the Prescott staff is

related to the creation and use of formative and summative assessments. A plan for ongoing and job-embedded professional development will be created to make sure that staff members learn relevant content about how to create effective formative assessments and how to use the data that they generate. An external consultant may be used, but that individual would work in collaboration with the instructional coaches to ensure that the training would be supported when the consultant was not present.

Professional learning communities need to be strengthened through a strong embedded professional development program. This will also be supported through additional time to participate as professional learning teams. Adequate technology will support on line learning and connections to each other sharing of their learning and needs to meet the individual learning needs of students.

(e) System Profile:

Identified areas of need:

Alignment of school improvement efforts and plans

Extending the instructional time

Engaging the neighborhood and community partners

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

The Prescott staff has been engaged in the process of identifying the most significant needs related to student achievement, staff learning, and program development. Starting in the 2009-10 school year, the school began a process to update its school wide plan and created a plan to utilize its accountability funds. A representative team, with input from the broader school community, including staff, families, community partners, district personnel, and technical support, developed a school improvement action plan and an accountability plan. These plans were approved by the entire Prescott staff.

As staff members become a stronger professional learning community they will engage in supporting and digging deeper into the process of school improvement. This will be supported through the professional development, mentoring of new teachers and family engagement.

PRESCOTT ELEMENTARY

IA.3. Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school’s Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

- I. **IDENTIFIED NEED:** Based on 2010 end of year assessments, 24% of Kindergarten students did not meet grade level in Comprehensions, 16% in Vocabulary and 20% in Phonics; 1st grade – 36% are not on grade level, Developmental Reading Assessment, 2nd grade – 32% did not pass fluency assessment on Developmental Reading Assessment.

- II. **RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED ACTIVITY/STRATEGY:** *Cognitive Coaching: A Synthesis of the Research*, Edwards (2008, p. 1) identified nine outcomes that can be expected from Cognitive Coaching: (1) increase in student test scores and “other benefits to students,” (2) growth in teacher efficacy, (3) increase in reflective and complex thinking among teachers, (4) increase in teacher satisfaction with career and position, (5) increase in professional climate at schools, (6) increase in teacher collaboration, (7) increase in professional assistance to teachers, (8) increase in personal benefits to teachers, and (9) benefit to people in fields other than teaching. For the purposes of this chapter, Edwards’ nine outcomes can be collapsed into impact on students (outcome number 1) and impact on teachers (outcome numbers 2 through 8).

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 1 d	Implement coaching model in all Grades (1 FTE K-2) (1 FTE 3-5)
Key steps	<ul style="list-style-type: none"> • Hire Kindergarten 1st, and 2nd grade coach/Interventionist to meet those needs. • Work with K-2 teachers to identify coaching needs. • Coach attends district coaching meetings. • Coaches meet with building principal weekly.
Start Date	8-11-2010
Full implementation	6-30-2013

date	
Person(s) responsible	Principal, K – 5 teachers, District Level Literacy Curriculum Specialists
Monitor and evaluate	<ul style="list-style-type: none"> • Weekly monitoring of coach support provided to teachers in K-2. • Grades K-2 PLC Common Formative Assessment Results in Reading and Writing. • Report card data.
Cost for three years	2 coaches, \$486,120

I. IDENTIFIED NEED: The Implementation and Leadership Audit report recommends the continuous feedback for new teacher instruction to increase retention and student achievement.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED ACTIVITY/STRATEGY: An analysis of national data has shown that widely publicized school staffing problems are not solely – or even primarily – the result of too few teachers being recruited and trained. Instead, the data indicate that school staffing problems are to a significant extent a result of a revolving door, where large numbers of teachers depart teaching long before retirement (Ingersoll 2001).

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 1diE	Implement mentoring model for new teachers.
Key steps	Hire .2 FTE - staff development mentor.
Start Date	8-11-2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, New to teaching staff
Monitor and evaluate	Monthly mentor feedback visits
Cost for three years	.2 FTE (Becky Breed), \$43,437

I. IDENTIFIED NEED: February 2009, External team visit report recommends the need for Professional Learning teams to develop a process to identify interventions to meet the

learning needs of all students. Using the data process, Prescott will implement a Response to Intervention model.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: RtI is a system of service delivery designed to provide effective instruction for all students using a comprehensive and preventive problem solving approach. It employs a tiered method of instructional delivery, in which the core curriculum addresses and meets the needs of most students (Tier 1), additional instruction is provided for those needing supplementary support (Tier 2), and intensive and individualized services are provided for the students who continue to demonstrate more intensive needs (Tier 3). At its foundation, RtI includes measuring the performance of all students, and basing educational decisions regarding curriculum, instruction, and intervention intensity on student response to instruction. (NDE, Response to Intervention Consortium, 2010)

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 2 b	Implementing Interventionist model for small group learning
Key steps	Hire .5 interventionist. Professional Learning Community identify students & their academic needs. Select research based intervention strategy to meet student need, collect baseline data, implement instruction, collect data, readjust for student growth.
Start Date	8-11-2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, classroom teachers, interventionist
Monitor and evaluate	Weekly monitoring of academic achievement
Cost for three years	.5 interventionist, \$132,768

I. **IDENTIFIED NEED:** The implementation and Audit Report and February 2009 External Report both stressed the need for ongoing professional development in the area of instruction.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: Focus on learning, on assessment results (that) become the leverage for improvements in teaching, which is only as good as its impact on learning. When leadership is focused on results, on urging a formal, frequent review of the impact of instruction, teaching improves. (Schmoker, 2006, p. 126) As teaching improves, so too does student achievement (e.g., Mortimore & Sammons, 1987; Marzano, 2003; Hayock,

2005. According to DuFour and Eaker (2005), a primary characteristic of a professional learning is collaborative teacher teams. They state: A basic structure of a professional learning community is a group of collaborative teacher teams that share a common purpose. Building a school's capacity to learn is a collaborative rather than an individual task. People engaged in collaborative team learning are able to learn from one another, thus creating momentum for continuing improvement.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity 4 a	Staff Professional Development focus on assessment and instruction, additional 2 hours monthly Professional Learning Communities
Key steps	Identify staff instructional needs, develop PLC goals, Implement staff development activities.
Start Date	8-11-2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, staff, district specialists,
Monitor and evaluate	Three hours a month of Professional Learning Communities. Agendas, Minutes and on going administrative and district input.
Cost for three years	Accountability budget. Professional Development line, \$150,000

I. **IDENTIFIED NEED:** Provide Equipment & Materials for instruction for the ongoing learning environment, to increase collaboration and to support the data collection process of the Professional Learning Communities.

II. **RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED ACTIVITY/STRATEGY:** Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, educators can make instructional changes aimed at improving student achievement, such as prioritizing instructional time. (Brunner, 2008)

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity – 2D	Purchasing technology to meet the needs of the collaborative Professional Learning Committee
Key steps	Identify technology equipment and materials needed to support data

	collection of PLC.
Start Date	8 -11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, staff, district technology specialists
Monitor and evaluate	Professional Learning Communities will monitor and evaluate weekly
Cost for three years	\$45,000

I. **IDENTIFIED NEED:** As a TITLE I accountability school, Parent Engagement is imperative. Prescott staff has identified Parent Engagement as an ongoing need especially with the Parents of Prescott’s English Learners.

II. **RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED**

ACTIVITY/STRATEGY: A New Generation of Evidence: The Family is Critical to Student Achievement, edited by Anne T. Henderson and Nancy Berla, Center for Law and Education, Washington, D.C., 1994 (third printing, 1996) report benefits of parent engagement: When parents are involved, STUDENTS gain 1) Higher grades and test scores 2) Better attendance and more homework done 3) Fewer placements in special education 4) More positive attitudes and behavior 5) Higher graduation rates 6) Greater enrollment in post-secondary education

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity 3 b	Implement Family Literacy model
Key steps	Identify Family Lit. model, Identify family literacy staff needs, contract with SECC, hire staff, recruit families, implement program
Start Date	8/13/2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, staff, parents, SECC
Monitor and evaluate	Adult learners pre-assessed and evaluated after 60 hours of instruction with TABE
Cost for three years	\$129,000

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

SCHOOL DISTRICT: LINCOLN PUBLIC SCHOOLS
SCHOOL BUILDING: PRESCOTT ELEMENTARY SCHOOL

▶ School Profile

School Profile

2007 - 2008

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
<u>Poverty Percentage</u>	37.33%	38.18%	65.06%
<u>English Language Learners Percentage</u>	6.47%	9.16%	1.48%
<u>Mobility Percentage</u>	12.38%	15.54%	26.63%
<u>Enrollment</u>	290,767	33,464	338

Percentage of Students Meeting Standards - Reading

Grades	03	04	05	06
<u>All Students (including ELL and Special Education)</u>	62.75%	74.00%	80.85%	N / A
<u>Special Education Students</u>	27.27%	9.09%	53.85%	N / A
<u>English Language Learners</u>	▲	▲	▲	N / A
Gender				
<u>Male</u>	68.00%	62.50%	86.36%	N / A
<u>Female</u>	57.69%	84.62%	76.00%	N / A
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	*	*	N / A
<u>Asian or Pacific Islander</u>	*	▲	*	N / A
<u>White, Not Hispanic</u>	65.71%	77.78%	83.87%	N / A
<u>Black, Not Hispanic</u>	*	*	*	N / A
<u>Hispanic</u>	*	*	*	N / A
<u>Free / Reduced Priced Meals</u>	54.84%	66.67%	82.76%	N / A
<u>Migrants</u>	▲	▲	▲	N / A

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05	06
<u>All Students (including ELL and Special Education)</u>	74.51%	69.39%	78.72%	N / A
<u>Special Education Students</u>	36.36%	36.36%	46.15%	N / A
<u>English Language Learners</u>	▲	▲	▲	N / A
Gender				
<u>Male</u>	80.00%	65.22%	81.82%	N / A
<u>Female</u>	69.23%	73.08%	76.00%	N / A
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	*	*	N / A
<u>Asian or Pacific Islander</u>	*	▲	*	N / A
<u>White, Not Hispanic</u>	82.86%	71.43%	87.10%	N / A
<u>Black, Not Hispanic</u>	*	*	*	N / A
<u>Hispanic</u>	*	*	*	N / A
<u>Free / Reduced Priced Meals</u>	61.29%	62.50%	72.41%	N / A
<u>Migrants</u>	▲	▲	▲	N / A

Percentage of Students Meeting Standards - Science

Grades	02	03	04	05	06
<u>All Students (including ELL and Special Education)</u>	92.06%	76.47%	58.00%	63.83%	N / A
<u>Special Education Students</u>	78.95%	27.27%	36.36%	23.08%	N / A
<u>English Language Learners</u>	*	▲	▲	▲	N / A
Gender					
<u>Male</u>	90.63%	84.00%	62.50%	59.09%	N / A
<u>Female</u>	93.55%	69.23%	53.85%	68.00%	N / A
Race / Ethnicity					
<u>American Indian / Alaska Native</u>	*	*	*	*	N / A
<u>Asian or Pacific Islander</u>	▲	*	▲	*	N / A
<u>White, Not Hispanic</u>	92.31%	80.00%	61.11%	67.74%	N / A

<u>Black, Not Hispanic</u>	*	*	*	*	N / A
<u>Hispanic</u>	*	*	*	*	N / A
<u>Free / Reduced Priced Meals</u>	90.63%	67.74%	42.42%	62.07%	N / A
<u>Migrants</u>	▲	▲	▲	▲	N / A

Percentage of Students Meeting Standards - Writing

	04
<u>All Students (including ELL and Special Education)</u>	83.33%
<u>Special Education Students</u>	*
<u>English Language Learners</u>	*
Gender	
<u>Male</u>	78.26%
<u>Female</u>	88.00%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	N / A
<u>White, Not Hispanic</u>	83.33%
<u>Black, Not Hispanic</u>	*
<u>Hispanic</u>	*
<u>Free / Reduced Priced Meals</u>	89.29%
<u>Migrants</u>	N / A

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

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

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

Student Performance Decision used for AYP

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

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





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

SCHOOL DISTRICT: [LINCOLN PUBLIC SCHOOLS](#)
SCHOOL BUILDING: PRESCOTT ELEMENTARY SCHOOL



▶ School Profile

School Profile

2008 - 2009

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	38.35%	39.73%	68.72%
English Language Learners Percentage	6.31%	7.73%	1.86%
School Mobility Rate	12.02%	15.45%	28.19%
Enrollment	292,030	34,057	454

Percentage of Students Meeting Standards - Reading

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	76.36%	77.78%	85.45%
<u>Special Education Students</u>	56.25%	61.11%	60.00%
<u>English Language Learners</u>	*	▲	▲
Gender			
<u>Male</u>	74.07%	81.48%	81.48%
<u>Female</u>	78.57%	74.07%	89.29%
Race / Ethnicity			
<u>American Indian / Alaska Native</u>	▲	*	*
<u>Asian or Pacific Islander</u>	▲	▲	▲
<u>White, Not Hispanic</u>	84.44%	80.95%	81.58%
<u>Black, Not Hispanic</u>	*	*	*
<u>Hispanic</u>	*	*	*
<u>Free / Reduced Priced Meals</u>	77.14%	75.68%	83.78%
<u>Migrants</u>	▲	▲	▲

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	78.18%	73.58%	76.36%
<u>Special Education Students</u>	68.75%	61.11%	60.00%
<u>English Language Learners</u>	*	▲	▲
Gender			
<u>Male</u>	81.48%	81.48%	77.78%
<u>Female</u>	75.00%	65.38%	75.00%
Race / Ethnicity			
<u>American Indian / Alaska Native</u>	▲	*	*
<u>Asian or Pacific Islander</u>	▲	▲	▲
<u>White, Not Hispanic</u>	84.44%	80.49%	81.58%
<u>Black, Not Hispanic</u>	*	*	*
<u>Hispanic</u>	*	*	*
<u>Free / Reduced Priced Meals</u>	68.57%	69.44%	70.27%
<u>Migrants</u>	▲	▲	▲

Percentage of Students Meeting Standards - Science

Grades	02	03	04	05
<u>All Students (including ELL and Special Education)</u>	95.08%	85.45%	66.04%	72.73%
<u>Special Education Students</u>	84.62%	75.00%	55.56%	53.33%
<u>English Language Learners</u>	*	*	▲	▲
Gender				
<u>Male</u>	92.59%	85.19%	74.07%	70.37%
<u>Female</u>	97.06%	85.71%	57.69%	75.00%
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	▲	*	*
<u>Asian or Pacific Islander</u>	▲	▲	▲	▲
<u>White, Not Hispanic</u>	95.35%	88.89%	71.43%	78.95%
<u>Black, Not Hispanic</u>	*	*	*	*
<u>Hispanic</u>	*	*	*	*

Free / Reduced Priced Meals	94.74%	82.86%	61.11%	67.57%
Migrants	▲	▲	▲	▲

Percentage of Students Meeting Standards - Writing

	04
All Students (including ELL and Special Education)	86.00%
Special Education Students	66.67%
English Language Learners	*
Gender	
Male	88.46%
Female	83.33%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	N / A
White, Not Hispanic	89.47%
Black, Not Hispanic	*
Hispanic	*
Free / Reduced Priced Meals	80.00%
Migrants	N / A

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- 2) All students were reported in a single performance category.

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

Student Performance Decision used for AYP

AYP	Elementary	
Reading		
<u>All students</u>	MET	
<u>American Indian/Alaska Native</u>	*	
<u>Asian or Pacific Islander</u>	*	
<u>White, Not Hispanic</u>	MET	
<u>Black, Not Hispanic</u>	~	
<u>Hispanic</u>	*	
<u>Students eligible for free and reduced lunch</u>	MET	
<u>Special Education Students</u>	NOT MET	
<u>English Language Learners</u>	*	
Math		
<u>All students</u>	MET	
<u>American Indian/Alaska Native</u>	*	
<u>Asian or Pacific Islander</u>	*	
<u>White, Not Hispanic</u>	MET	
<u>Black, Not Hispanic</u>	~	
<u>Hispanic</u>	*	
<u>Students eligible for free and reduced lunch</u>	MET	
<u>Special Education Students</u>	NOT MET	
<u>English Language Learners</u>	*	
<u>No Child Left Behind Qualified Teachers</u>	N / A	

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

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

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



Making Good Schools Great

Lincoln Public Schools is the second largest of Nebraska's 375 school districts, with more than 34,000 students. Our goal is to give every student a superb learning environment by providing:

- ◆ Quality teaching
- ◆ Personal attention
- ◆ Excellent facilities and equipment
- ◆ Academic support

How do we measure success?

Each year, we evaluate our students' performance on nationally standardized tests, and measure parent and community satisfaction with Lincoln Public Schools. We are proud of how we measure up—but we are striving to do even better.

MEASURE	2009-10 PERFORMANCE
3rd grade reading	67% (at or above Nat'l ave.)
7th grade math	59% (at or above Nat'l ave.)
ACT scores	LPS Average: 23.3 (US average: 21.1)
Average elementary class size	21

Meeting Our Goals in a Changing Community

Our students reflect Lincoln's changing population:

- ◆ 38% of LPS students participate in the free or reduced price lunch program.
- ◆ 15% of LPS students participate in Special Education.
- ◆ More children who are learning to speak English (in 2009-10, more than 2,152 students from 51 countries who spoke 49 languages).

Although this changing population creates new challenges, we are continuing to improve our test scores and other measures of success. Community support is essential.

How can the community help?

- Be an advocate
 - ◆ Volunteer in your schools. Read to kids, be a tutor, work in the library or share another skill.
 - ◆ Get to know your neighborhood school.
 - ◆ Attend school activities and ask how you can help.
 - ◆ Support efforts to attract and keep quality teachers.
-
- Be a donor
 - ◆ Fund-a-Need or plan a gift today for tomorrow's children: www.FoundationForLPS.org.
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This public engagement initiative is funded by the Foundation for Lincoln Public Schools with the generous support of the Realtors Association of Lincoln.



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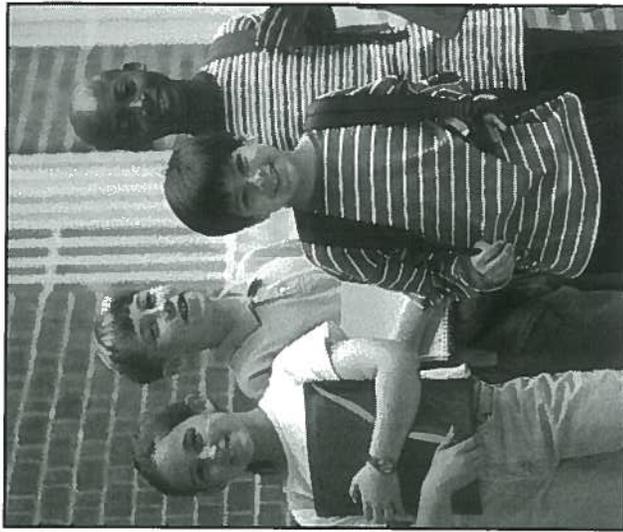
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LINCOLN EDUCATION ASSOCIATION

Prescott ELEMENTARY SCHOOL

Profile



1930 South 20th Street
Lincoln, NE 68502
402-436-1161 • Fax: 402-458-3261
www.prescott.lps.org

Students

- 498 Students, grades PreK-5
- Average student class size: 20
- 38% Minority Students
- 5% Gifted
- 18% Special Education
- ◆ Specific Learning Disability
- ◆ Behavioral Disorder
- ◆ Mental Handicap
- ◆ Speech-Language Impairment
- ◆ Orthopedic Impairment
- ◆ Hearing Impaired
- ◆ Developmental Delay
- ◆ Autism
- 23% Mobility rate
- 61% Eligible for free/reduced meals
- 95% Average daily attendance rate

Staff

- 48 teachers: 84 total staff
- School social worker and specialists in library media, music, physical education, and science

Technology

- 1 computer lab
- 100% of classrooms with computer(s) and projectors

Special Programs

- Differentiated Curriculum
- Reading Recovery
- TeamMates
- Chorus
- Band and Orchestra
- Title I
- E-Cite Integrated
- Early Childhood Special Education
- Early Childhood Bilingual
- Community Learning Center
- Early Childhood Hearing Impaired

Family Programs

- Prescott PTO
- Girl Scouts of America
- Boy Scouts of America
- Title 1 Family Involvement
- Parent Information Resource Center
- School Neighborhood Advisory
- Wellness Committee Council (S.N.A.C.)

School Day

- 9:00 a.m.-3:38 p.m
- Breakfast Program 8:30-8:55 a.m.
- Office 7:30 a.m.-4:30 p.m.

VIP Partners

- Cline, Williams, Wright, Johnson, & Oldfather, LLP
- McDonald's (S. 10th)
- Milder Manor
- Southview Christian Church
- Grace Lutheran Church
- Texas Roadhouse

What's unique about

Prescott?

- Opened in 1922
- Home of Programs for the Deaf and Hard of Hearing since 1927
- Our unique Courtyard was reconstructed in 1999 by students, parents and teachers working together
- Renovated 2007

*Student performance
requires a community-driven, comprehensive
system of supports*

Lincoln Public Schools External Team Visit

February 11 – 13, 2009

Name of School: Prescott Elementary School

Names of Team Members: Patsy Bruner (LPS) and Jennifer Drahota (NPS)

A. Identify the School Improvement Goal(s):

- Students will improve academic achievement - District
- All students will improve their ability to read and comprehend text.
- All students will improve achievement in math computation.

B. Introductory Comments: Principal Paul Canny and staff members gave us an in-depth history of Prescott. Changing demographics were discussed including increased poverty, mobility, and special education numbers. Prescott was remodeled just two years ago and is now an attractive, very functional elementary school. Many programs have been adopted to support the families in this community. Enrollment in the lower grades is increasing which will impact future decision making.

C. Successes, Strengths, and/or Accomplishments

1. The staff and administrator have identified the demographics of their building.
2. Many community outreach programs have been developed to reach "the whole child." These include the Community Learning Center, Neighborhood Outreach Committee, emergency food pantry, English classes for parents 3 nights each week, and Family Services providing breakfast.
3. Prescott has developed a school-wide administrative "positive behavior" recognition program.
4. The bilingual early education program meets the needs of the school community.

D. Recommendations for consideration in further implementing the plan and/or achieving the goals

1. A continuous improvement process includes gathering data, designing interventions, checking the results of the interventions, and trying different

interventions is needed. Data has been gathered, but there is little evidence that research based interventions have been adopted. A more complete process is suggested. Working with the Director of School Improvement to develop an action plan for increasing achievement scores is imperative.

2. Data showed that special education students scored significantly lower than other students. In fact, sped students did not meet AYP. It is strongly suggested that administration and staff work with district level consultants to implement interventions and monitor student results to increase academic achievement.
3. Prescott has six certified SPED teachers on staff. It is suggested that Principal Paul Canny work closely with district consultants to examine their schedules, their strategies, and the skills most essential for them to teach.
4. Every instructional conference should put interventions in place for all students, with emphasis upon the learning needs of SPED students.
5. With a 70% free/reduced poverty rate, consider becoming a Title 1 school to receive more support.
6. Strengthen the PLC teams to develop interventions to meet the learning needs of all students.

E. Additional Comments

Prescott staff and administration face many challenges to help each child reach their learning potential. Using a systematic intervention model will improve their efforts.

Lincoln Public School District Implementation Audit™

For Prescott Elementary School

**A Collaborative Project
Between the
Lincoln Public School District and
The Leadership and Learning Center**

November, 2009

**The
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and Learning
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1.0 Executive Summary

Prescott is an urban pre-K through Grade 5 elementary school located in the Near South neighborhood of Lincoln. Prescott has been the center site for educating elementary age deaf and hard of hearing students since 1927. In addition to having K-5 students, Prescott has an Early Childhood Special Education program and a Headstart program. Prescott students are very diverse economically, ranging from affluent families to families who are struggling financially. Racial and ethnic diversity mirrors the percentages of the district as a whole.

The administrative team at Prescott is new to the school in 2009-2010 and is working hard to take the school to the next level of achievement. Cultural shifts, increased monitoring of practice, and implementation and higher levels of collaboration are all planned.

1.1 Purpose of the Study

The Implementation Audit™ process considers three essential questions. First, what initiatives are in place in the Lincoln Public School District? Second, what is the range of implementation for each initiative? Third, what is the relationship between each initiative and student achievement? The purpose of this study is to provide practical information for teachers, administrators, and policymakers in the Lincoln Public School District so they can identify and capitalize on their strengths, and directly confront their greatest challenges.

1.2 Methodology

The analysis and conclusions in the following pages are based on the results obtained from interviews, focus groups, an online survey, observations, and document reviews for more than ten prioritized initiatives in the District. Additionally, a multivariate analysis was performed in which rubric scores were compared to student achievement data.

A few words about the limitations and opportunities of correlation analysis are important as you consider the results of our analysis. Any analysis that relies upon associations (correlations) between variables has undeniable limitations. First and foremost, correlation is not causation. Some things that are associated are causal, such as thunderclouds and rain. Other things may be associated, but not logically linked from cause to effect. *Our illustration of this principle with an important educational example is the widely observed correlation between high poverty and low achievement. A facile analysis would conclude that the former is the exclusive cause of the latter. There is an almost equally strong correlation, however, between high poverty and a large proportion of schools that lack the knowledge and skills to be effective in the classroom (Prince, 2002), and in this latter instance, poverty cannot be said to cause a school's ineffectiveness.*

Our methodology also examines the data through a process of triangulation, where the degree of implementation for each initiative is compared to reveal how the initiatives interact to improve student achievement. The Leadership and Learning Center utilizes a simple wagon wheel graphic (White, 2005a) to depict how the initiatives interact to offer a practical but multivariate function to the analysis. Each report invites readers to draw their own inferences by comparing current student achievement levels with implementation.

The Lincoln Public School District staff members who participated were candid and forthright, offering a blend of praise and constructive criticism in a safe atmosphere of confidentiality and anonymity.

The present study examined correlations between the specific Implementation Audit™ rubric variables in implementation and student achievement. Specifically, the school's percentage of proficient student achievement scores for the past year from assessments such as the Iowa Test of Basic Skills, the Metropolitan Achievement Test, and multiple formative assessments were used for the purposes of this study. The achievement scores are the results indicators, while the Implementation-Audit™ measures of reporting progress of use, commitment of time to implement, cognitive knowledge and skills of the user, collaborating with others, and monitoring and evaluating are the cause variables.

It is important to note that we need not wait for perfect research or randomized trials, as no principal will ever be randomly assigned to engage in poor planning and implementation practices. Rather, we can use what we now know: improvement in the quality of planning, monitoring, and implementation is strongly associated with improvements in student achievement. The challenge for leaders and teachers in the year ahead is to take the most effective initiatives and encourage broader use.

Conversely, for those initiatives that are least effective you may want to consider:

- Possibly abandoning the initiative, because regardless of fidelity of implementation, sustained time of implementation, and a high percent of diffusion within the system, these efforts have failed to produce the hypothesized desired results in student achievement.

OR

- Possibly staying the course with the initiative regardless of its present relationship to student achievement to ensure that quality implementation efforts are rigorously applied to implementation along with strategies to promote a more wide-ranging diffusion of the initiative throughout the impacted parts of the system.

1.3 Findings

School systems, like living organisms, are dynamic, and change with time, student population, and leadership. Therefore, the observations in this report are subject to change. Indeed, as a result of our interviews and observations, some teachers and administrators have already expressed a willingness to improve their practices. Therefore, these findings are as we observed them during the first few weeks of the 2009 school year school and not necessarily the case at the time the reader is looking at these paragraphs.

2.0 Implementation Initiative Inventory

The Implementation Audit™ is a powerful tool for leaders, teachers, and policymakers. It provides locally relevant research evidence to minimize waste and redundancy and maximize every dollar invested in education. The Implementation Audit™ addresses three essential questions:

- What are we implementing?
- What is the range of implementation?
- What is the relationship between implementation and student achievement?

The process is interactive, consisting of several steps. The first step involves creating an Initiative Inventory. Listing these paints a picture of “What are we implementing?” Working with Lincoln Public Schools’ District administrators, we identified the initiatives in instruction, assessment and other areas that system leaders believed to be important to their success. Exhibit 2.1 identifies priority initiatives as well as a brief description of key expectations for each.

2.1 Lincoln Public Schools Priority Initiatives

Focus Initiatives & Description of Purpose

2.1.1 Raising the Achievement of Underperforming Students/Pyramid of Interventions

Description of Response to Intervention (RTI): “Response to Intervention” (RTI) is an emerging approach to the diagnosis of learning disabilities that holds considerable promise. In the RTI model, a student with academic delays is given one or more research-validated interventions. The student’s academic progress is monitored frequently to see if those interventions are sufficient to help the student to catch up with his or her peers. If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to ‘respond to intervention’ can be viewed as evidence of an underlying learning disability. One advantage of RTI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners. Another advantage is that RTI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

Purpose of Response to Intervention: The purposes of RTI may vary with the implementing agency. Broadly, RTI has three purposes: prevention of learning failure, intervention to ameliorate learning difficulties, and determination of learning disabilities. The prevention aspect of the RTI framework begins with high-quality core instruction to ensure that any problems students may be experiencing are not related to ineffective teaching practices. For students having academic or behavioral problems, the idea is to promote success before a cycle of failure begins. RTI seeks to intervene before student gaps in learning become so large that a student is labeled as having a learning disability, often needlessly. Prevention is addressed within an RTI framework by employing screening of all students. Student progress is then continuously monitored throughout the school year. Once a student is identified as not meeting predetermined benchmarks after receiving high-quality core instruction, additional supports are provided to the student. Academic issues, such as in literacy or math, as well as behavioral issues may be addressed. This instruction is designed to meet the needs of the student. Initial intervention often occurs in small groups and may take place in the regular education classroom or elsewhere. The person who leads small-group instruction may be the teacher, speech-language pathologist, resource or reading specialist, or other qualified professional unique to each school's environment. The student's responsiveness to this intervention is closely monitored through data collection and analysis. The frequency and duration of interventions can be altered depending on student progress. Then, if the student is showing little progress, the intervention program may increase in intensity to focus on individual needs. If insufficient progress is seen after a predetermined period of time, the student may be referred for further evaluation and possible special education placement.

2.1.2 Professional Learning Communities

Description of Professional Learning Communities (PLCs): A Professional Learning Community (PLC) is a collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better-informed and committed teachers and academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."

Purpose of Professional Learning Communities: Professional Learning Communities are designed to create a process to facilitate teacher collaboration around essential outcomes, instructional strategies, assessments, and student achievement.

2.1.3 School Improvement

Description of School Improvement (SI): School Improvement (SI) is a continuous improvement model ensuring policies, practices, and procedures are aligned district-wide and focused on increased student achievement. This initiative also includes state and regional accreditation processes (AdvancED for High Schools). In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE) came together to form one unified organization under the name AdvancED.

Purpose of School Improvement: The purpose of School Improvement is to improve the collective capacity of adults and schools to increase student achievement

2.1.4 Grading Reporting and Assessment Literacy

Description of Grade Reporting (GR) and Assessment Literacy (AL): The Grade Reporting (GR) initiative consists of three components. First, a standards-based assessment with rubrics at the elementary level; second, separating academic assessment from work-study habits and social behavioral skills at the middle level; and third, beginning discussions on effective grading practices at the high school level. The Assessment Literacy (AL) initiative consists of formative and summative assessment training along with understanding the purpose and use of classroom, school, district, and state assessment.

Purpose of Grade Reporting and Assessment Literacy: The purpose of Grade Reporting and Assessment Literacy is to improve the collective capacity of adults and schools to increase student achievement.

2.1.5 Reading Recovery

Description of Reading Recovery (RR): This pullout intervention program provides early struggling readers, primarily first grade; one-on-one tutoring by rigorously trained Reading Recovery teachers. This intense intervention is designed to have these struggling readers develop and apply strategies to increase fluency and make meaning of text. The Reading Recovery teachers are there to provide individual instruction, ongoing assessment through running records, and continuous coaching as the targeted students progress in their reading. These teachers also serve as resources to classroom teachers working with these struggling readers as well as with other students. Students exit the program when teachers find these students are ready to read proficiently in the regular classroom without this one-on-one support. The Reading Recovery Council provides a wide variety of programs and services, including publications, annual conferences, advocacy, technical assistance, and special institutes.

Purpose of Reading Recovery: The program is designed to have early readers exit the program ready to perform successfully as readers and learners through their school years and beyond; to increase teachers' ability to apply effective instructional strategies to improve student reading through direct training of teachers and having these teachers share their learned skills with other teachers.

2.1.6 Continuous Curriculum Improvement Process

Description of Continuous Curriculum Improvement Process (CCIP): Continuous Curriculum Improvement Process (CCIP) is a systematic approach to improving instruction through a continuous improvement process of assessing content-area needs, researching best practices, providing appropriate materials, promoting sound instructional strategies, and providing assessments focused in the area of reading and math.

Purpose of Continuous Curriculum Improvement Process (CCIP): The program is designed to be able to provide appropriate curriculum in order for students to learn, and for teachers to deliver good instruction.

2.1.7 Multicultural Education

Description of Multicultural Education (MCE): Multicultural Education not only draws content, concepts, paradigms, and theories from specialized interdisciplinary fields such as ethnic studies and women's studies (and from history and the social and behavioral sciences), it also interrogates, challenges, and reinterprets content, concepts, and paradigms from the established disciplines. Multicultural Education applies content from these fields and disciplines to pedagogy and curriculum development in educational settings. Consequently, one definition of multicultural education is a field of study designed to increase educational equity for all students that incorporates, for this purpose, content, concepts, principles, theories, and paradigms from history, the social and behavioral sciences, and particularly from ethnic studies and women's studies.

Purpose of Multicultural Education: Multicultural Education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with people from diverse groups in order to create a civic and moral community that works for the common good.

2.1.8 Positive Behavior Support

Description of Positive Behavior Support (PBS): Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. School Wide Positive Behavior Support (SWPBS) provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Purpose of Positive Behavior Support: The purpose of Positive Behavior Support is twofold. First, to provide an integrated system of school-wide, classroom management, and individual student supports designed to give schools simple but effective tactics and strategies to improve behavioral outcomes for students. Second, to provide a school-wide behavior management plan for all students that emphasizes schools partnering with students and parents through caring relationships and high expectations to increase student learning time, to stop disruptive and hurtful behavior, and to teach skills that will lead to school and life success

2.1.9 Flexible Professional Development

Description of Flexible Professional Development (FPD): Flexible Professional Development is a systematic approach to providing professional development in which teachers are able to choose from a wide selection of professional development offerings that will fit their needs and also meet the needs of each school and the district. Teachers are able to choose sessions at various times throughout the summer and school year outside of the school day.

Purpose of Flexible Professional Development: The purpose of Flexible Professional Development is to help principals, curriculum specialists, and supervisors plan opportunities for their staff that meet varying needs and that allow staff to have an opportunity to participate in crafting their own professional development. It is an attempt to meet the needs of the district as well as the teachers.

Initiative(s)	Elementary	Middle School	High School	Year Started	Data-Gathering Methods				
					Survey	Interview	Observation	Focus Group	Document Analysis
1. Raising the Achievement of Underperforming Students/Pyramid of Intervention – RTI	√	√	√	1998 2006				X	
2. Professional Learning Communities	√	√	√	2006	X		X		X
3. School Improvement	√	√	√	2004		X			X
4. Grade Reporting	√			2005		X			
5. Assessment Literacy		√		2008		X			
6. Reading Recovery (1st Grade Only)	√			1996		X		X	X
7. Continuous Curriculum Improvement Process	√	√	√	Ongoing		X			
8. Multicultural Education	√	√	√	1994	X				
9. Positive Behavior Support	√	√	√	2003				X	
10. Flexible Professional Development	√	√	√	2007		X			X
	9	8	7						

Exhibit 2.1 Implementation Audit™ Data-Gathering Matrix for Lincoln Public Schools

We created an implementation rubric, essentially a map (Hall & Hord, 2006), for each of these initiatives. A rubric is a means of describing what an initiative “looks like” when fully implemented. The Implementation Audit™ rubrics developed for Lincoln Public Schools paint a series of “word pictures” of the adult behaviors and practices and also describes the behaviors and practices as school personnel move from the “Not Proficient” variation toward the “Exemplary” variation, the behaviors and practices described increasingly approach the more ideal practices viewed by the school district.

For each initiative we assessed the degree of implementation at every school using a combination of feedback mechanisms including focus groups, interviews, observations, and document analysis. Results of our assessments are described in the next section.

3.0 Range of Implementation

Change scholars stress the importance of leaders not falling prey to the mistaken belief that change will be accomplished by declaring the adoption of a new program (e.g., Behavior Intervention Support Team), or the purchase of a new curriculum or set of textbooks, or even the professional development seminar at the beginning of school. Rather, change must be seen as an incremental process through which people and organizations move as they slowly acquire the knowledge and skills in the use of new ways (Fullan, 2003).

Toward that end, Gene Hall and Shirley Hord have been contributing to the developing understanding of the educational change process for more than three decades. Their research has been instructive in helping organizations appreciate the fact that successful change begins and ends with understanding the importance of implementation. For example, one of the dozen principles of change described in their book *Implementing Change; Patterns, Principles, and Potholes* states, “there will be no change in outcomes until new practices are implemented” (Hall & Hord, 2006, p. 9). That is, they believe in order for change to be successful, an “implementation bridge” (p. 10) must be constructed to help each member of the organization move from current to desired practice.

While Dr. Doug Reeves supports the idea that organizations change only after individuals within it change, he adds to the research of Hall and Hord (2006) results from his own research in which he found that student achievement results are dramatically higher “when 90 percent or more of a faculty was actively engaged in the change initiative” (Reeves, 2009, p. 86). Therefore, while individuals are important variables in the equation as they implement the intended change, District leadership must make certain a critical mass of potential implementers, nine out of every ten, are vigorously working to apply the practices of the initiative; or put another way, cross the “implementation bridge” in order to make significant changes in organizational outcomes.

Thus, the purpose of this section is to depict and to describe the passage of Prescott Elementary School in its “bridge” journey as the school strives to implement the instructional and leadership practices associated with Lincoln Public Schools’ nine priority initiatives.

3.1 School-Wide Range of Implementation

Using instructional and leadership strategies associated with new initiatives is not a simple case of, “Yes, school staff are using it,” or “No, school staff are not using it.” In any given change effort, implementers of the change will be functioning in very different ways with the new practices (Hall & Hord, 2006), consequently, the real question is, “What is the degree to which schools are using it?”

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Lincoln Public Schools

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Based on the data gathered from our observations, interviews, and survey of Prescott Elementary School, we begin with a visual perspective of the degree to which implementers are using the instructional and leadership practices associated with the nine priority initiatives.

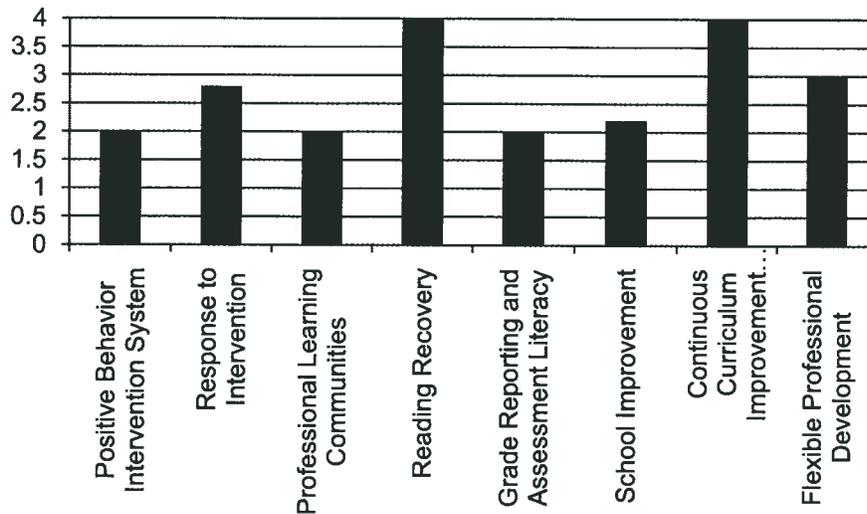


Exhibit 3.1 Range of Implementation at Prescott Elementary School

3.1.1 School-Wide Range of Implementation for Response to Intervention

RTI at Prescott is moving rapidly toward proficiency. The leadership team has changed the model from special education functioning in a pull-out room to an inclusive model with RTI supports in place. Dibbles data helps to target the students in need who are given Quick Reads intervention. Math test scores help pinpoint areas of need in math for “tier 1 plus” interventions.

3.1.2 School-Wide Range of Implementation for Professional Learning Communities

Professional Learning Communities are at the progressing level at Prescott, with the work focused on “what should a PLC look like?” Staff looked at SMART goals during the previous year with a focus on math. Time was spent talking about “problem kids” and student behaviors. This year SMART goals will be revised and the focus will be shifted from behaviors to academics.

3.1.3 School-Wide Range of Implementation for the School Improvement Process

The school improvement process at Prescott is progressing and could soon approach proficiency, once the professional learning culture is established. While school functions were somewhat disjointed in the past, the plan is to revise the schedule to maximize instructional time for students and to use the specifications from the new tests to design SMART goals. The new administrative team is working hard to change the culture of the whole school to that of a true learning community for students and staff alike.

3.1.4 School-Wide Range of Implementation for Grade Reporting

Grade Reporting and Assessment Literacy is at the progressing level at Prescott Elementary. While District-formatted grade reporting is going very well, the focused discussions based on assessment and inter-rater reliability of the assignment of grades that are critical to student success were not evident. The new administrative team is addressing this need for enhanced assessment literacy.

3.1.5 School-Wide Range of Implementation for Reading Recovery

Reading Recovery is at the exemplary level at Prescott. Two staff members serve students in Reading Recovery, and one of the two also works in the Title One program during the balance of the day. Teachers report that the assistance of the Title One teachers is invaluable.

3.1.6 School-Wide Range of Implementation for Continuous Curriculum Improvement Process

The level of well-planned curriculum adoption and implementation is illustrated by the reported smooth transition to the new writing curriculum. Levels of field testing, piloting, and support are high, and staff members feel confident in their ability to implement the new program. Continuous Curriculum Improvement is at the exemplary level. Teachers are thankful for the pacing of the training (quarterly) and for the opportunity to give input. Ongoing support is provided as the implementation rolls out. While the implementation of the process is going well, Prescott teachers may need some additional assistance in implementing the curriculum components.

3.1.7 School-Wide Range of Implementation for Positive Behavior Support

Positive Behavior Support scores at the progressing level at Prescott Elementary. The new administrative team is working hard to improve building climate and student/teacher relationships, as well as teacher management of students. Prescott has begun to implement the BIST program this year, and invested in two days of training for all staff, combined with monthly onsite BIST coaching. The principal is hoping to move attitudes from students “deserving punishment” to giving students what they need to be successful.

3.1.8 School-Wide Range of Implementation for Flexible Professional Development

Flexible Professional Development at Prescott is implemented at the proficient level. Although the professional development is not as flexible currently as it has been in the past, teachers understand that this is due to the implementation of the new writing curriculum and the corresponding training. Peer coaching is a new endeavor at Prescott that should foster some real growth in professional discussion and in instructional practice.

4.0 Relationship Between Initiative Inventory and Student Achievement

Prescott Elementary School

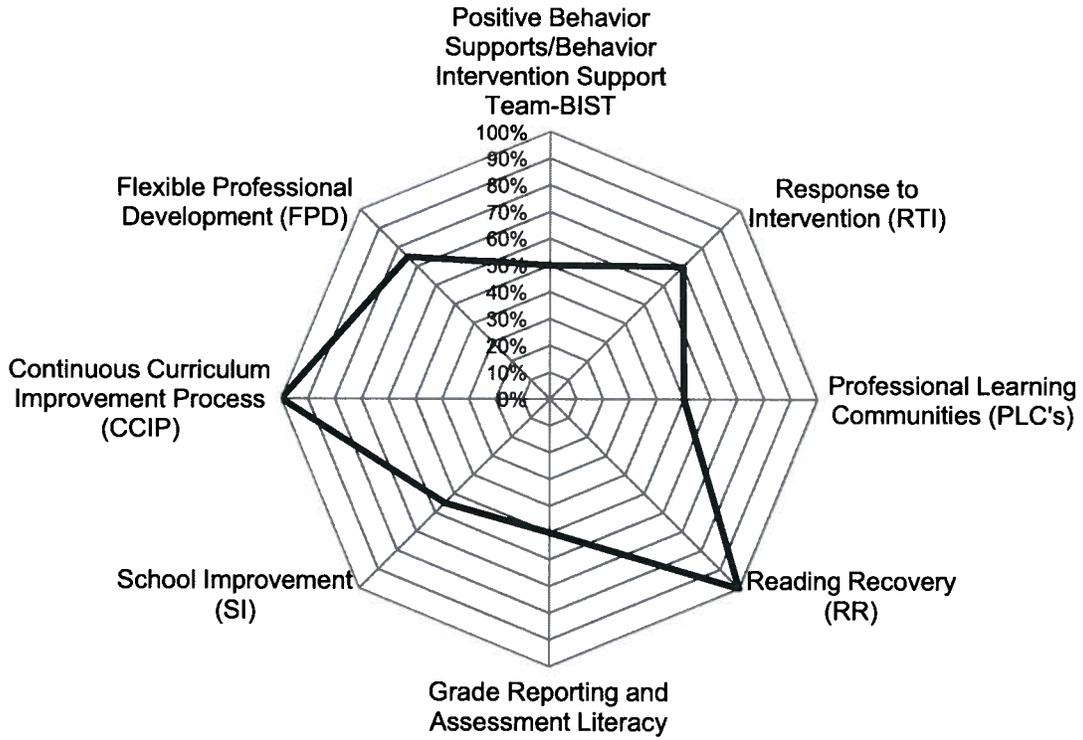


Exhibit 4.1 Lincoln Public Schools Initiatives at Prescott Elementary

Prescott Elementary School

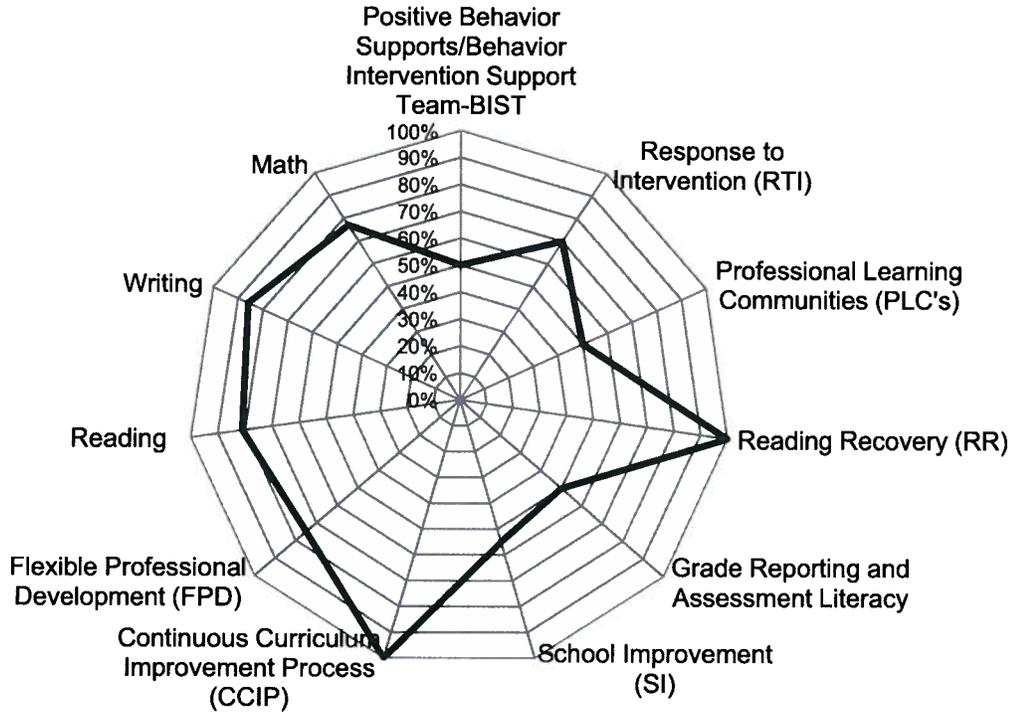


Exhibit 4.2 Triangulation of Composite Achievement Results with Lincoln Public Schools Initiatives at Prescott Elementary

The ability to draw correlations between implementation and student achievement is limited by the availability of evidence linking professional practice (causal factors) and student achievement results. Because some of the implementation initiatives reviewed in this report represent first and second-year changes, the relationships identified may serve as leading indicators, but they are in no way conclusive or well established. This review attempts to identify patterns and trends that can draw attention to emerging best practices.

Mike Schmoker, in his book entitled, *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*, underscores how important it is for school and District leaders to:

Focus on *learning*, on assessment results [that] become the leverage for improvements in *teaching*, which is only as good as its impact on learning. When leadership is focused on results, on urging a formal, frequent review of the impact of instruction, teaching improves. (Schmoker, 2006, p. 126)

As teaching improves, so too does student achievement (e.g., Mortimore & Sammons, 1987; Marzano, 2003; Haycock, 2005). For example, researcher Allen Odden and his colleague conclude, “improved classroom instruction is the prime factor to produce student achievement gains” (Odden & Wallace, 2003, p. 64). Looking closely and analytically at teaching as well as at leadership, and how teaching and leadership affect learning on an ongoing basis is foundational to this study and is the specific focus of this section of our report.

This section compares the relationship between the degree to which the prioritized initiatives were implemented at Prescott Elementary School and student achievement. In other words, this section addresses the third and final question of the Implementation Audit™, “What is the relationship between implementation and student achievement?”

Initiatives that seem to be in high correlation to student achievement gains are those professional development efforts devoted to Professional Learning Communities—truly empowering teachers to deeply understand why and how to develop responsive instruction for each and all of their students. Initiatives that clearly focus on improving teachers' abilities to model higher-level thinking, collaboratively practice higher-level thinking with students, and provide students with specific feedback as they independently engage in higher-level thinking (one on one conferences, oral and written feedback, back and forth journals, etc.) are the initiatives which are clearly associated with the most student achievement gains. The exemplary implementation of PLCs at Prescott Elementary will certainly lead to continuous improvement in student results.

Each spoke of the “wagon wheel” shown in Exhibit 4.2 depicts performance at Prescott Elementary, with the optimum performance found on the perimeter of the wheel by spoke. All of the targeted initiatives were met at Prescott at the progressing to proficient level, with the exception of Reading Recovery (at the exemplary level) and Continuous Curriculum Improvement Process (also at the exemplary level). The new administrative team is aware of the challenges facing Prescott, and the team has solid plans to address the implementation gaps.

As the Prescott Elementary school team implements this year’s school improvement plan, the team has an excellent opportunity to gather additional data about where formative assessment training and protocols may be necessary. The examination of teaching practices and strategies through enhanced PLCs will allow for replication of best practice, not only in grade-level teams, but also through vertical articulation. This articulation will also serve to identify pockets of excellence that can be replicated.

5.0 Recommendations

Emerging patterns from this Implementation Audit study closely align to the research detailed *Reframing Teacher Leadership* (Reeves, 2004). Without 90% implementation of any given initiative, we do not see the hoped for/expected positive impact on student achievement (envisioned in the original planning of bringing the initiative into their teaching-learning community). Often, an initiative is launched with enthusiasm and earnest intentions but the necessary follow through of focus is often forgotten. Once initiatives are implemented well and are showing results, keep them in sight so as not to lose ground.

5.1 School-Specific Implementation Recommendations

Implementation efforts are progressing at Prescott Elementary. As the continuous improvement process continues to unfold at Prescott, here are some things to consider in relation to implementation of the priority initiatives:

Positive Behavior Support/ Behavior Intervention Support Team

Continue intensive and targeted coaching of struggling teachers in the BIST model. The shift in attitudes toward students and an increased level of accountability for staff members will positively impact all areas targeted for growth at Prescott Elementary.

School Improvement Process

Some Prescott teachers report that the pace of the new curriculum and class size are challenging. Student motivation was also reported as a problem. Continuing to push the implementation of BIST may help students stay more engaged and positive. Training in differentiated instruction would be a powerful step in ensuring that teachers have all the tools they need to keep up a steady pace and to meet the needs of each learner.

Professional Learning Communities

Closely monitor and coach PLCs to keep them focused on student growth and on the improvement of teaching and the selection of appropriate research-based instructional strategies. Discussions of individual students are needed and often appropriate, but true PLC conversation should focus on adult actions in response to student data.

Leverage your school PLC meeting process to more effectively serve students and improve student achievement. Consider adopting a five-step process focused on rich common formative assessment pre and post data. Assessments should be designed around Priority Standards, therefore assessing those most critical areas. For example,

- Step 1: Collect and chart CFA data
- Step 2: Analyze strengths and weaknesses
- Step 3: Establish SMART goals
- Step 4: Select instructional activities
- Step 5: Determine results indicators (are selected strategies working?)

Once a Professional Learning Community culture is established, adding a level of structure and accountability will accelerate the work.

6.0 References

The Leadership and Learning Center's Implementation Audits™ are built upon a foundation on cutting-edge research. The following bibliography outlines our cornerstone Implementation Audit™ research texts as well as report references.

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