

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

**WEST LINCOLN 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 – West Lincoln Elementary**

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**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

<b>WEST LINCOLN ELEMENTARY</b>	
1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	38.9%
2) Graduation rate	Not applicable
3) College enrollment rate	Not applicable
<b>Leading indicators</b>	
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: 95.18% K- 95.11% 1- 94.78% 2- 94.95% 3- 95.23% 4- 95.51% 5- 95.69%
8) Discipline incidents (suspensions, expulsions as reported to NDE)	Duplicated Count of number of suspensions: 49 unduplicated count: 20 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 Metric, districts do not need to report baseline data at this time)	Not collected at this time.

**(a) Student Achievement and Leading Indicators:**

***Identified areas of need in student achievement:***

Reading and Math achievement  
Extended learning time  
Parent engagement  
Behavior of students

***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  
Loss of instruction time across all curricular areas due to pull out intervention RTI

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

- a. Implement comprehensive Behavior Intervention Support Teams
- b. Increase collaborative planning for mastery of common formative assessment to guide instruction and learning
- c. Implementation of a embedded instructional coaching model across all grade levels
- d. Extended learning time for math and reading in afterschool intervention program and summer school
- e. Expand the current Family Literacy model.

West Lincoln 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 West Lincoln 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.

Cultural proficiency training and support will support the instruction needs of the growing diverse cultural and linguistic population at West Lincoln.

**(b) Programs/Services Profile:**

West Lincoln Elementary currently provides the following:

- Reading Recovery
- Reading and math Interventions
- Junior Achievement

- Pfizer Volunteer Readers
- Summer Literacy program
- TeamMates
- Early Childhood preschool (ExCITE)
- Community Learning Centers
- Extracurricular Clubs
- Literacy and Math Family Nights
- Southeast Community College GED and ABE classes
- Food Bank—Week-end Food Backpack program
- PIRC
- Toyota Family Literacy program for Spanish speakers

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

***Identified areas of need:***

Reading and Math achievement  
 Extended learning time  
 Parent engagement

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

West Lincoln 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.

**(d) Curriculum/Instructional Practices Profile:**

***Identified areas of need:***

Use of formative and summative assessment data  
 Implementation of a common behavioral plan  
 Increase opportunities for accessing the full core academic areas

A review of the alignment of instructional strategies in place and the addition of the proposed strategies in this application will ensure basic instruction is provided for all students, meets district guidelines before any additional programs or interventions are added. We must assure that each and every student is learning the guaranteed and viable curriculum.

Increasing collaboration time has been identified as a priority in the West Lincoln 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 West Lincoln 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.

**(e) System Profile:**

***Identified areas of need:***

Alignment of school improvement efforts and plans  
Extending the instructional time

**(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 West Lincoln 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 West Lincoln staff.

All staff members were asked to generate ideas for improvement strategies. Through the data retreat model and school improvement process the staff identified the needs of staff, parents, and students. These ideas were incorporated into the West Lincoln school improvement grant application.

## WEST LINCOLN ELEMENTARY

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### IA.3. Action Plans for Tier III Schools

**I. IDENTIFIED NEED:** During the 2009-10 school year students were suspended 46 days of out of school. There were 103 behavior referrals for the 2009-10 school year. When the School Improvement team was surveyed, staff indicated the need for coaching to improve the behavior of the students at West Lincoln.

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

**ACTIVITY/STRATEGY:** There is much research that exists about the connections among student achievement, a safe and orderly learning environment, and classroom management. Within the effective schools research, Robert Marzano's works, **What Works in Schools** (2003), **Classroom Management that Works** (2003), and **School Leadership that Works** (2005), identify the administrator, school, and teacher actions with the highest impact on achievement. Classroom management and a safe and orderly environment are 2 of the 11 factors of highest impact on student achievement. BIST provides a best-practices framework to address classroom behavior.

<b>Tier III – Improvement Activities (Copy and complete as many as needed)</b>	
Activity: 3 b	Implement comprehensive Behavior Intervention Support Teams (BIST).
Key steps	1. Develop a professional development schedule with the BIST coach. 2. Positive Behavior Support team determines professional development needs that will be provided by the BIST coach. 3. Determine students who need protective plans and support teachers in the development of these plans.
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Administrators and Teachers
Monitor and evaluate	-Weekly monitoring of behavior data. -Monthly monitoring of office referrals.
Cost for three years	\$22,500

**I. IDENTIFIED NEED:** According to most recent assessments, 76% of the students at West Lincoln are reading on grade level. Last year, 72% of our students were proficient on the LPS CRTs in the area of math. Our students are not able to access all classes (Social Studies, Science and Health) because they are in reading and math support. Additional Tier 1 and Tier 2 instructional time is needed to support the learning needs of our students. This was indicated as a priority of our SIP team.

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

**ACTIVITY/STRATEGY:** "A study of high-performing schools in Massachusetts found that all the top performing schools had expanded school days (The Rennie Center for Education Research and Policy, 2003)." Additionally, Farbman and Kaplan (2005) explain: "The 180 six-

hour-day schedule used in most schools is not based on the needs and learning styles of students, but rather on a 19<sup>th</sup> century agrarian system.” The time has come to increase the amount of instructional time at West Lincoln Elementary.

<b>Tier III – Improvement Activities (Copy and complete as many as needed)</b>	
Activity: 3 b, 2 b	Increase instructional time and extend the learning day.
Key steps	<ol style="list-style-type: none"> <li>1. Increase the amount of instructional time by offering Tier 1+ and Tier 2 instruction during planning times and after school hours. (Additional two hours per week.)</li> <li>2. Identify students for this additional time based on PLC team decisions.</li> <li>3. Recruit staff to teach this during this additional time.</li> <li>4. Organize programming during in our CLC to support the siblings of students in support before or after school.</li> </ol>
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Administrative team, PLC teams, SIP team
Monitor and evaluate	<ul style="list-style-type: none"> <li>-Formative assessments will monitor short-term progress in both math and reading.</li> <li>-Chapter math tests and LPS benchmarks will be used to monitor progress in math.</li> <li>-Weekly DIBELS and quarterly reading tests will be used to monitor progress in reading.</li> </ul>
Cost for three years	\$93,060

**I. IDENTIFIED NEED:** Twenty-four percent of West Lincoln students are not reading on grade level. Many of these students are in ELL, Academic Support and Special Education. One PLC meeting a month is not enough to coordinate services and schedules do not allow all of these teachers to have a common time to meet. Additional time for PLC teams to meet is a priority for our SIP team.

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

**ACTIVITY/STRATEGY:** Common formative assessment is the next step in the district’s overarching PLC professional development strategy. “Advanced PLC training does not come from formal training. It comes from doing the work of PLCs. It comes from trying a lot of things, learning from what works and what does not, thinking about what was learned, making adjustments, and trying again. Formative Assessment are all activities undertaken by teachers and their students that provide information to be used as feedback: to adjust instruction in support of additional learning, to guide and support student learning, and to support the closing of gaps in learning (Eaker, DuFour, DuFour, 2009).”

<b>Tier III – Improvement Activities (Copy and complete as many as needed)</b>	
Activity: 2 a, 2 b	Increase collaborative planning time for mastery of common formative assessment.
Key steps	1. Bi-Weekly collaborative planning sessions devoted to data

	analysis/formative assessments and lesson planning will be scheduled outside of school hours. 2. Schedule a trained/consistent substitute to come to West Lincoln to support classroom instruction that will allow for planning during the school day. 3. Configuration and needs of teams will need to be determined.
Start Date	10-01-2010
Full implementation date	6-30-2013
Person(s) responsible	Administrative team, PLC teams, SIP teams
Monitor and evaluate	-Formative assessments will used to monitor short-term progress in both math and reading. -Chapter math tests and LPS benchmarks will be used to monitor progress in math. -Weekly DIBELS and quarterly reading tests will be used to monitor progress in reading.
Cost for three years	\$126,105

**I. IDENTIFIED NEED:** A family literacy program began this past year at West Lincoln for our parents of students in grades K-3. Parents are in ELL classes for 8 hours a week and are involved in their child's classroom for two hours a week. This program needs to be expanded to meet the needs of our families. The program occurs for two hours during the school day. This schedule prohibits some families from participating in the program. The adult education time is focused on learning English and not for GED programs.

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

**ACTIVITY/STRATEGY:** The LPS Comprehensive Family Literacy Program is a nationally recognized family literacy program that ascribes to the highest standards of family literacy. LPS was awarded a Toyota Family Literacy Grant by the National Center for Family Literacy in 2009. This elite recognition is only given to five districts across the country each year. LPS was chosen from more than 200 applicants. According to one large and comprehensive study "The achievement gap in literacy performance between elementary-age children with more or less educated mothers was closed if family involvement levels were high (Dearing, et al, 2006)." One of the district's core values is to focus on closing the achievement gap. Research indicates that when the literacy level of the family is improved, children in the family are more likely to improve their literacy level (Dearubg, et al, 2004; Farver, et al, 2006). Increasing the literacy level of parents and/or guardians will help close the achievement gap for the families targeted at West Lincoln.

<b>Tier III – Improvement Activities (Copy and complete as many as needed)</b>	
Activity: 3 b	Enhance and expand comprehensive family literacy program.
Key steps	1. Determine the greatest need and the best time for an additional Family Literacy program. 2. Train our CLC site supervisor and counselor to support this program. 3. Hire an adult education teacher for our program.

Start Date	10-01-2010
Full implementation date	6-30-2013
Person(s) responsible	Administrative team, parents, classroom teachers, and family literacy support team
Monitor and evaluate	Attendance, classroom hours, student achievement data, parent data
Cost for three years	\$97,560

**I. IDENTIFIED NEED:** According to most recent assessments, 76% of the students at West Lincoln are reading on grade level. Last year, 72% of our students were proficient on the LPS CRTs in the area of math. The fact that we are not at 100% tells us additional coaching could improve student achievement.

**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).

<b>Tier III – Improvement Activities (Copy and complete as many as needed)</b>	
Activity: 2 b	Implement coaching model in all Grades.
Key steps	Hire a 1.0 FTE coach and provide one coordinator stipend to an instructional coordinator to organize coaching model in the academic areas of Math and Language Arts.
Start Date	10-01-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, Teachers
Monitor and evaluate	Teachers and coaches will utilize formative and summative assessments to measure coaching effectiveness.
Cost for three years	\$348,060

**2007-2008 State of the Schools Report**  
**A Report on Nebraska Public Schools**
**SCHOOL DISTRICT:** LINCOLN PUBLIC SCHOOLS
**SCHOOL BUILDING:** WEST LINCOLN 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%	80.27%
<u>English Language Learners Percentage</u>	6.47%	9.16%	38.15%
<u>Mobility Percentage</u>	12.38%	15.54%	20.45%
<u>Enrollment</u>	290,767	33,464	401

## Percentage of Students Meeting Standards - Reading

Grades	03	04	05	06
<u>All Students (including ELL and Special Education)</u>	66.67%	75.41%	78.79%	N / A
<u>Special Education Students</u>	14.29%	23.08%	40.00%	N / A
<u>English Language Learners</u>	57.14%	50.00%	60.00%	N / A
<b>Gender</b>				
<u>Male</u>	60.53%	66.67%	70.00%	N / A
<u>Female</u>	76.00%	85.71%	86.11%	N / A
<b>Race / Ethnicity</b>				
<u>American Indian / Alaska Native</u>	▲	*	*	N / A
<u>Asian or Pacific Islander</u>	*	*	*	N / A
<u>White, Not Hispanic</u>	62.07%	80.56%	80.00%	N / A
<u>Black, Not Hispanic</u>	*	*	*	N / A
<u>Hispanic</u>	59.09%	64.29%	69.57%	N / A
<u>Free / Reduced Priced Meals</u>	63.04%	68.89%	75.00%	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>	85.71%	70.49%	70.77%	N / A
<u>Special Education Students</u>	64.29%	7.69%	26.67%	N / A
<u>English Language Learners</u>	71.43%	58.33%	42.86%	N / A
<b>Gender</b>				
<u>Male</u>	81.58%	60.61%	62.07%	N / A
<u>Female</u>	92.00%	82.14%	77.78%	N / A
<b>Race / Ethnicity</b>				
<u>American Indian / Alaska Native</u>	▲	*	*	N / A
<u>Asian or Pacific Islander</u>	*	*	*	N / A
<u>White, Not Hispanic</u>	86.21%	77.78%	76.00%	N / A
<u>Black, Not Hispanic</u>	*	*	*	N / A
<u>Hispanic</u>	81.82%	50.00%	54.55%	N / A
<u>Free / Reduced Priced Meals</u>	82.61%	62.22%	64.71%	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>	95.00%	78.85%	69.57%	66.67%	N / A
<u>Special Education Students</u>	81.82%	*	*	33.33%	N / A
<u>English Language Learners</u>	94.44%	81.82%	*	45.45%	N / A
<b>Gender</b>					
<u>Male</u>	88.89%	75.00%	64.00%	64.29%	N / A
<u>Female</u>	100.00%	85.00%	76.19%	68.75%	N / A
<b>Race / Ethnicity</b>					
<u>American Indian / Alaska Native</u>	*	▲	*	*	N / A
<u>Asian or Pacific Islander</u>	*	*	*	*	N / A
<u>White, Not Hispanic</u>	93.10%	80.77%	82.14%	78.26%	N / A

<b><u>Black, Not Hispanic</u></b>	*	*	*	*	N / A
<b><u>Hispanic</u></b>	94.74%	68.75%	*	52.63%	N / A
<b><u>Free / Reduced Priced Meals</u></b>	94.00%	75.00%	61.76%	60.87%	N / A
<b><u>Migrants</u></b>	▲	*	*	▲	N / A

**Percentage of Students Meeting Standards - Writing**

	<b>04</b>
<b><u>All Students (including ELL and Special Education)</u></b>	95.00%
<b><u>Special Education Students</u></b>	93.33%
<b><u>English Language Learners</u></b>	93.33%
<b>Gender</b>	
<b><u>Male</u></b>	90.32%
<b><u>Female</u></b>	100.00%
<b>Race / Ethnicity</b>	
<b><u>American Indian / Alaska Native</u></b>	*
<b><u>Asian or Pacific Islander</u></b>	*
<b><u>White, Not Hispanic</u></b>	97.14%
<b><u>Black, Not Hispanic</u></b>	*
<b><u>Hispanic</u></b>	85.71%
<b><u>Free / Reduced Priced Meals</u></b>	94.87%
<b><u>Migrants</u></b>	*

- \* 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
<b>Reading</b>	
<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>	NOT MET
<u>Students eligible for free and reduced lunch</u>	NOT MET
<u>Special Education Students</u>	NOT MET
<u>English Language Learners</u>	NOT MET
<b>Math</b>	
<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>	NOT MET
<u>Students eligible for free and reduced lunch</u>	NOT MET
<u>Special Education Students</u>	NOT MET
<u>English Language Learners</u>	NOT MET
<u>No Child Left Behind Qualified Teachers</u>	100.00%

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

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



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

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

▶ [School Profile](#)

## School Profile

2008 - 2009

### School Characteristics

School Data	State Statistics	District Statistics	School Statistics
<a href="#">Poverty Percentage</a>	38.35%	39.73%	80.57%
<a href="#">English Language Learners Percentage</a>	6.31%	7.73%	34.36%
<a href="#">School Mobility Rate</a>	12.02%	15.45%	24.88%
<a href="#">Enrollment</a>	292,030	34,057	458

## Percentage of Students Meeting Standards - Reading

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	80.30%	77.59%	73.02%
<u>Special Education Students</u>	36.36%	35.71%	22.22%
<u>English Language Learners</u>	78.26%	81.25%	*
<b>Gender</b>			
<u>Male</u>	72.73%	82.35%	64.52%
<u>Female</u>	87.88%	70.83%	81.25%
<b>Race / Ethnicity</b>			
<u>American Indian / Alaska Native</u>	*	*	*
<u>Asian or Pacific Islander</u>	*	*	*
<u>White, Not Hispanic</u>	82.76%	71.43%	79.41%
<u>Black, Not Hispanic</u>	*	*	60.00%
<u>Hispanic</u>	77.27%	89.47%	64.29%
<u>Free / Reduced Priced Meals</u>	81.48%	79.07%	66.67%
<u>Migrants</u>	*	*	▲

## Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	77.27%	68.97%	72.13%
<u>Special Education Students</u>	63.64%	35.71%	31.25%
<u>English Language Learners</u>	73.91%	56.25%	*
<b>Gender</b>			
<u>Male</u>	66.67%	70.59%	72.41%
<u>Female</u>	87.88%	66.67%	71.88%
<b>Race / Ethnicity</b>			
<u>American Indian / Alaska Native</u>	*	*	*
<u>Asian or Pacific Islander</u>	*	*	*
<u>White, Not Hispanic</u>	86.21%	71.43%	70.59%
<u>Black, Not Hispanic</u>	*	*	*
<u>Hispanic</u>	68.18%	63.16%	69.23%
<u>Free / Reduced Priced Meals</u>	75.93%	67.44%	67.44%
<u>Migrants</u>	*	*	▲

## Percentage of Students Meeting Standards - Science

Grades	02	03	04	05
<u>All Students (including ELL and Special Education)</u>	90.91%	74.19%	80.39%	73.21%
<u>Special Education Students</u>	*	*	*	27.27%
<u>English Language Learners</u>	87.88%	60.00%	64.29%	*
<b>Gender</b>				
<u>Male</u>	86.21%	65.52%	86.21%	66.67%
<u>Female</u>	94.59%	81.82%	72.73%	79.31%
<b>Race / Ethnicity</b>				
<u>American Indian / Alaska Native</u>	*	*	▲	*
<u>Asian or Pacific Islander</u>	*	*	*	*
<u>White, Not Hispanic</u>	93.33%	82.14%	76.00%	80.00%
<u>Black, Not Hispanic</u>	*	*	*	*
<u>Hispanic</u>	84.00%	57.89%	87.50%	69.23%

<b>Free / Reduced Priced Meals</b>	88.68%	72.00%	76.92%	68.42%
<b>Migrants</b>	▲	*	*	▲

**Percentage of Students Meeting Standards - Writing**

	<b>04</b>
<b>All Students (including ELL and Special Education)</b>	100.00%
<b>Special Education Students</b>	100.00%
<b>English Language Learners</b>	100.00%
<b>Gender</b>	
<b>Male</b>	100.00%
<b>Female</b>	100.00%
<b>Race / Ethnicity</b>	
<b>American Indian / Alaska Native</b>	*
<b>Asian or Pacific Islander</b>	*
<b>White, Not Hispanic</b>	100.00%
<b>Black, Not Hispanic</b>	*
<b>Hispanic</b>	100.00%
<b>Free / Reduced Priced Meals</b>	100.00%
<b>Migrants</b>	*

\* 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	
<b>Reading</b>		
<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>	MET	
<u>Students eligible for free and reduced lunch</u>	MET	
<u>Special Education Students</u>	MET	
<u>English Language Learners</u>	MET	
<b>Math</b>		
<u>All students</u>	NOT 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>	MET	
<u>Students eligible for free and reduced lunch</u>	MET	
<u>Special Education Students</u>	MET	
<u>English Language Learners</u>	MET	
<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.

# West Lincoln ELEMENTARY SCHOOL

Profile



Principal: Scott Schwartz  
630 West Dawes Avenue  
Lincoln, NE 68521  
402-436-1168 • Fax: 402-458-3268  
<http://westlincoln.lps.org>

## 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](http://www.FoundationForLPS.org).
- ◆ Provide books, materials, volunteers or other resources.
- ◆ Participate in business-school partnerships.
- ◆ Provide internships and work-study programs.
- ◆ Volunteer to speak at schools or invite an LPS volunteer to speak at your business or community organization.
- ◆ Support specific LPS projects designed to increase reading, math skills and school attendance.

*This public engagement initiative is funded by the Foundation for Lincoln Public Schools with the generous support of the Realtors Association of Lincoln.*



*Serving the Community*

[www.LincolnREALTORS.com](http://www.LincolnREALTORS.com)



President:  
Barbara Bartle  
5901 O Street  
Lincoln, NE 68510  
(402) 436-1612

[www.foundationforlps.org](http://www.foundationforlps.org)

**FOUNDATION  
LINCOLN PUBLIC SCHOOLS**

**LINCOLN BOARD OF EDUCATION**

5901 O Street • Lincoln, NE 68510

*An Equal Opportunity/Affirmative Action Employer*



LINCOLN EDUCATION ASSOCIATION

## Students

- 458 Students, grades PreK-5
- Average student class size: 21
- 61% Minority Students
- 32% English Language Learners
- 2% Gifted
- 13% Special Education K-5
- ◇ Specific Learning Disability
- ◇ Behavioral Disorder
- ◇ Mental Handicap
- ◇ Speech-Language Impairment
- ◇ Orthopedically Impaired
- ◇ Early Childhood Special Education (ages 3-5)

- 24% Mobility rate
- 78% Eligible for free/reduced meals
- 95% Average daily attendance rate

## Staff

- 44 teachers: 68 total staff
- K-5 classroom teachers—3 sections per grade level
- Counselor, school psychologist, school social worker and specialists in library media, art, music, physical education, computer and reading

## Technology

- 1 IMAC computer lab
- 100% of classrooms with computer(s)
- Alphasmart word processors—grades 4-6
- SMART Boards in 3rd, 4th, and 5th Grades
- Document cameras in each classroom
- 3 mobile computer labs

## Special Programs

- Reading Recovery
- Literacy Support (K-5)
- Differentiated Curriculum
- Pfizer Volunteer Readers
- TeamMates
- Junior Achievement
- Summer Literacy Program
- Bright Lights Summer Program
- English Language Learners
- Grant Funded Pre-School
- Food Bank—Back Pack Program
- Toyota Family Literacy Program

## Extracurricular Clubs

- Community Learning Center
- ◇ Wildcat Pride Homework Club
- ◇ Spanish Club
- ◇ YMCA Sports
- ◇ Academic Clubs

## School Day

- 9:00 a.m.-3:38 p.m.
- Office 7:30 a.m.-4:15 p.m.
- Breakfast program 8:30-8:50 a.m.

## Community Learning Center

- S.N.A.C.—School Neighborhood Advisory Council
- Community Learning Center serving West Lincoln/Lakeview families
- Family Service Before & After School Services
- Parent Teacher Organization
- Quarterly Family Night (Literacy, Math, Art, Science, etc.)
- Parent Information Resource Center

## VIP Partners

- Air Force Association #187
- Burger King/Horizon Food Service, Inc. (11th & Cornhusker)
- Nebraska Air National Guard
- Perkins (NW 12th)
- Pfizer, Inc.
- Sertoma Club of Lincoln

## What's unique about West Lincoln?

- Built in 1955—There has been a school on this site for over 125 years
- Schoolwide Title I Program
- Building Indoor Air Quality project renovation completed in 2003

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

**Lincoln Public Schools External Team Visit  
February 11-13, 2009**

**SUGGESTED REPORT FORMAT**

**Name of School: West Lincoln Elementary**

**Names of Team Member(s): Jo Theis, Marjorie Kostelnik**

**A. Identify the School Improvement Goal(s)**

1. All students will improve achievement in vocabulary across the curriculum.
2. All students will improve achievement in Math Computation across the curriculum.
3. All students will improve their ability to communicate through writing across the curriculum.

**B. Introductory Comments**

West Lincoln celebrates being the oldest elementary site in Lincoln. Artifacts in the building represent some of that history. The leadership team eagerly shared the strengths of the building, staff, and students. The principal toured the building with the external team and offered much insight into the workings of the building and the layout of the students. West Lincoln has been creative in classroom placements due to the openness of the building. Focused students were seen throughout the building. Staff was warm and welcoming. The principal and assistant principal are well versed in all of the workings of the students, staff, achievement and all of the programs at West Lincoln. The strength of the leadership team is reflected in the positive trend lines in the student achievement.

**C. Successes, Strengths, and/or Accomplishments**

1. Ethnicity of student population has doubled in past five years. ELL students now make up 1//3 of population. Staff has created staff development opportunities (book study, Sudanese speaker, involving Hispanic parents) to learn more about different cultures.

2. Staff recognize the deficits (Math Support, A.A. and Hispanic boys lower scores) and have implemented strategies and set goals to decrease deficits.

3. Kudos for the use of the CLC to host family nights each quarter! Connections to academics and achievement is noted for one focus on struggling readers and other for BIST.

4. Staff identified that they are in a process and on a course. Staff feel that there is a linear process in determining the next step to increase achievement.

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

1. Set goals for staff retention.
2. Evaluate why percent of students at grade level in reading has increased consistently for Kindergarten and first grade but has declined in 2<sup>nd</sup> grade.
3. The fourth grade team created a very strategic plan for getting all 4<sup>th</sup> grade students to pass the statewide writing (PLC sharing fair board). Would another grade level PLC team consider doing something similar to get students to grade level in reading or math. Remarkable results!
4. The special education population low scores caused your school to be labeled “needs improvement.” What specific strategies are being addressed to increase math and reading achievement for this population? Has there been analysis of Tier 3 interventions?

**E. Additional Comments**

Continue to refine the current programs that are established. Focus on retaining staff so that time spent on staff development will impact student achievement. Staff identified BIST and PLC's are making the difference at West Lincoln. Deeply analyze why these two initiatives are working and determine what it will take to maintain and take West Lincoln achievement to the next level. Remember.....if it is worth doing, it is worth celebrating. Find ways to celebrate successes as a building and as a staff.

Thank you for the privilege of spending time in your school learning of all of your achievements!

# **Lincoln Public School District Implementation Audit™**

**For West Lincoln Elementary School**

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

**November, 2009**

**The  
Leadership  
and Learning  
Center™**

317 Inverness Way South, Suite 150  
Englewood, Colorado 80112  
1.866.399.6019

[www.LeadandLearn.com](http://www.LeadandLearn.com)

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## 1.0 Executive Summary

Working together compassionate and courageously. Honoring interdependence while nurturing each child's independence. These two thoughts capture some of the heart and wisdom of West Lincoln School. West Lincoln, a Title One school, is devoted to collaborative problem solving. Student growth and progress are at the heart of all the collaborations.

### 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 (ME):** 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 School

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 West Lincoln 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.

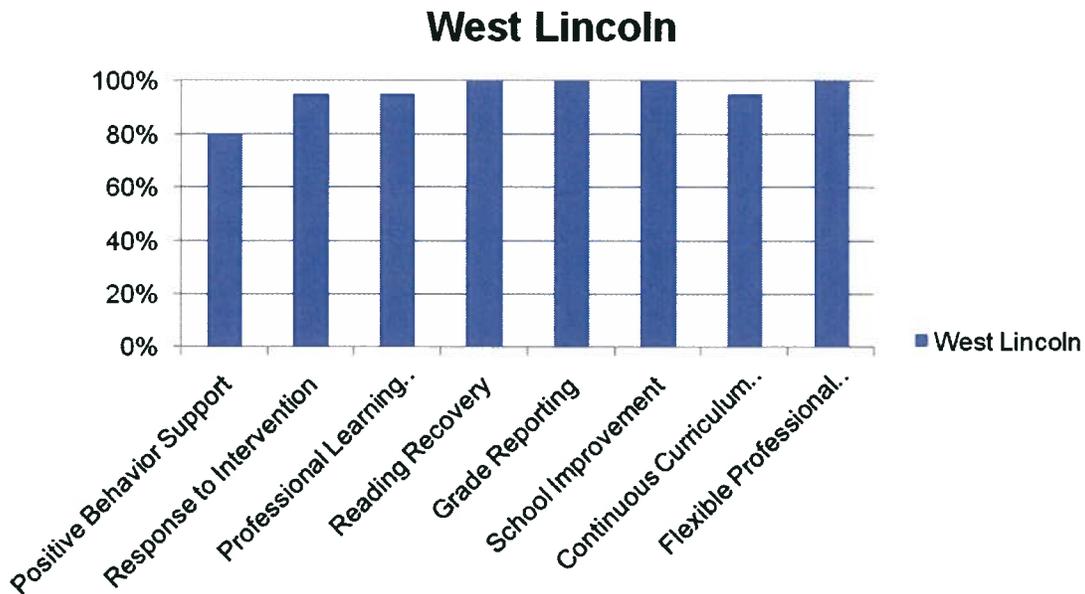


Exhibit 3.1 Range of Initiative Implementations at West Lincoln Elementary School

### 3.1.1 Implementation of Response to Intervention

West Lincoln is progressing with their implementation of RTI. The administration has a clear vision for RTI implementation. Over 50% of the faculty reported that their RTI learning is helping them discern perceived needs from real needs including detailing some best ways to meet their students' needs. All West Lincoln educators are clear that the goal of their RTI work is "not to put students into special education." They value being able to collaborate with District experts/coaches. As a staff, they are working to "place students quickly into interventions. We don't have to wait for case study or meeting to discuss whether kid needs services. And many students graduated from RTI."

The LPS CRTs are helping students self evaluate and monitor their growth and pointing teachers to their students' most need objectives.

Although the focus group participants reported that they have been empowered to adjust the content, process, and assessment of instruction to improve student achievement, some of the staff has not yet stabilized the practices of differentiation instruction for their students.

West Lincoln colleagues have increased the support they are providing and inviting from the parents of their students. Partnering with their Community Learning Center, the staff has offered a variety of parent nights to help moms and dads understand the school's expectations and how they can help their children. These have included target

groups such as the parents of their struggling readers, Spanish speaking parent education, and BIST parent nights. Leadership has also provided translators in parents' native languages for all parent gatherings and school newsletters. They are advancing their Family Resource Center efforts this year offering parents and students laptops, books, advice, and further additional parent education. The staff also elicits input from their parent community regularly. "By giving our parents data and communicating goals regularly, we put power into parents' hands," one West Lincoln teacher explained. Some West Lincoln educators expressed concern about how initiatives are handed over to teachers and/or the stress of implementing so many intense interventions. Additionally, the staff overwhelmingly values Reading Recovery as a key intervention but worries that the District is dispensing the program.

### 3.1.2 Implementation of Professional Learning Communities

PLCs are a long time collegial ritual at West Lincoln Elementary School. West Lincoln educators call their PLCs "focus groups," a fitting name as their collaborations continually help them address their students' most urgent learning needs. Praise and value for PLCs was expressed by 100% of our Implementation Audit™ respondents:

- Meeting with other teams has been really beneficial in sharing instructional ideas.
- We met as a school and teams to decide the essential skills our students need to work.
- PLCs really help the younger teachers (with induction and learn assessment-diagnosis and developing responsive instruction).
- PLCs are a great reciprocal nature of sharing best practices and teaching advice.
- Cassie Erkens really helped a lot. Her whole staff workshops made a huge difference.
- We've seen a tremendous increase in trust among staff members and getting to know one another...growing our relationships. We've kind of become a family.
- We are working on "These are all our kids." We're not here yet but we are getting there.
- To give your students up to someone can be really hard (but, through PLCs, we trust one another).

- We've moved beyond (figuring) out PLC process to really focusing on what students can do, need to learn, and making teaching decisions.
- Focus and direction —comes out of PLCs
- What can we do to help our students get it?
- We celebrate our students' growth...even when they are not yet at grade level but have made solid progress. It's important to take time to celebrate how far our students have come.
- We are moving to watching one another teach.
- Our parents want to be involved.
- Since our ELL program started and we've had ELL teachers in our PLCs, we have seen a huge increase in parent involvement.

West Lincoln have researched and embedded many different forms of intervention into their teaching practices such as:

- Reciprocal teaching
- Systematic reteaching of math objectives
- Involving students in their own assessments and tracking their progress
- Lexia phonics
- Reading recovery (also a District initiative)
- Imagine learning
- Soar
- Systematic sequential phonics
- Corrective reading

- Six minute solution
- RTI toolbox
- Web based programs

PLC team by grade level with paraprofessionals, ELL teachers, SE teachers, and Literacy Support teachers included on each PLC. PLC meetings are being held in the gym simultaneously rather than the grade level room so that admin or other colleagues such as ELL teachers can more easily join or be a part of several PLCs.

The one area of refinement suggested for West Lincoln's PLC efforts is to increase the frequency of their meetings, a recommendation voiced both over 97% of the staff and the authors of this report.

### **3.1.3 Implementation of School Improvement**

West Lincoln Elementary School educators crafted a formidable School Improvement plan with frequent monitoring to inform needed instructional adjustments, including progress monitoring with a range of formative assessments. Their SI plan also carefully articulates instructional strategies and professional action steps that align with the LPS District initiatives. The staff's implementation of SI reflect 100% participation of this initiative.

### **3.1.4 Implementation of Grade Reporting**

From collaborating to develop greater consistency among assessments to deepening their understanding about student outcomes, West Lincoln educators are utilizing the LPS Grade Reporting (GR) initiative with depth and fidelity. They express a unique gratitude for the LPS Grade Reporting (GR) initiative: "How could we ever complain about what we have? Comparing our Grade Reporting resources to other school Districts, we really have the best!" and "Our reports cards totally clarify expectations of what our students should be learning." Over 96% of the staff values the LPS report cards because "our reporting tells parents what their child CAN do." The LPS rubrics are supporting West Lincoln educators' evaluation efforts, especially in being consistent with their reading testing, guiding PLC discussions about student performance, and answering parents' questions such as "What is a 4?"

West Lincoln educators are hoping that future District reporting efforts address a critical shortcoming of the current LPS report cards: being able to illustrate a student's growth and progress over time. The standards-based focus of the current LPS report cards does provide clear information about whether or not a student has met the standard. But, for special education students or underperforming students especially, this framework does not allow teachers to detail their students' progress toward meeting the set standards.



### **3.1.5 Implementation of Reading Recovery**

West Lincoln Elementary School educators are implementing the LPS Reading Recovery initiative with complete fidelity and depth. All Implementation Audit™ respondents see the school's investment and implementation of Reading Recovery as vital to the academic achievement of their "at risk" first grade students including viewing Reading Recovery as a preventative instructional framework. Working with a master teacher, students engage in these one on one tutorial sessions daily (until they are "discontinued" - graduated when a student demonstrates himself/herself to be a self-regulated reader). West Lincoln Reading Recovery teachers reflect the integrity of Dr. Marie Clay's ground breaking emerging literacy research.

### **3.1.6 Implementation of Continuous Curriculum Improvement Process**

West Lincoln educators see their CCIP, SI, RTI, and PLC efforts as intertwined and interdependent. Knowing that they "can get what they want or need" from the district's curriculum efforts has supported the faculty's 100% implementation of this LPS initiative.

### **3.1.7 Implementation of Multicultural Education**

West Lincoln School educators are devoted to honoring their students' cultures and work to understand better how they can bridge learning to their students' background knowledge and ways of learning outside of school. They utilize students' strengths as a springboard for their future learning. West Lincoln scholars voice respect for their students and the school community as a whole. There is more they want to learn and infuse into their teaching about multicultural education.

### **3.1.8 Implementation of Positive Behavior Support**

West Lincoln's PBS/BIST efforts are inspiring and reflect full implementation. They are devoted to building relationships with their students and families. The use of consistent language and expectations in every setting whether gym or classrooms have rapidly deepened this initiative at West Lincoln. Early in the school year, teachers explicitly taught expectations and reteach them throughout the year to deepen students' metacognition. The "why" behind each expectation is explained by teachers. Key to their BIST success has been the one-on-one time—students talk with an unconditionally caring adult, a practice which has proved to be especially powerful for their "most vulnerable students or those in need of some love." Additionally, the Buddy Room helps students to better process or monitor their behavior (A practice that is also closely monitored for its effectiveness and sound use by West Lincoln leadership.).

Their PBS/BIST efforts have triggered parents to communicate with teachers early on and often. Because of their thoughtfulness in providing translations and supports for their non-English speaking parents, West Lincoln tripled the attendance of their BIST Parent Nights. Additionally, administration sends out personal invitations to parents to attend their gatherings. The staff also offers students with “Little Wildcat” notes and tickets (for drawings) to praise positive behaviors and offer students feedback.

### **3.1.9 Implementation of Flexible Professional Development**

West Lincoln educators fully engage in LPS’ Flexible Professional Development (FPD) initiative. They value the District’s courses because they are aligned to LPS objectives and consistently address their needs and questions. The teachers and administration take advantage of the esteemed great speakers the District brings in to further their understanding of best practices. Additionally, many West Lincoln educators explained that they do not often attend state or regional conferences because their professional learning needs are “taken care of within the District offerings.”

## 4.0 Relationship Between Initiative Inventory and Student Achievement

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:

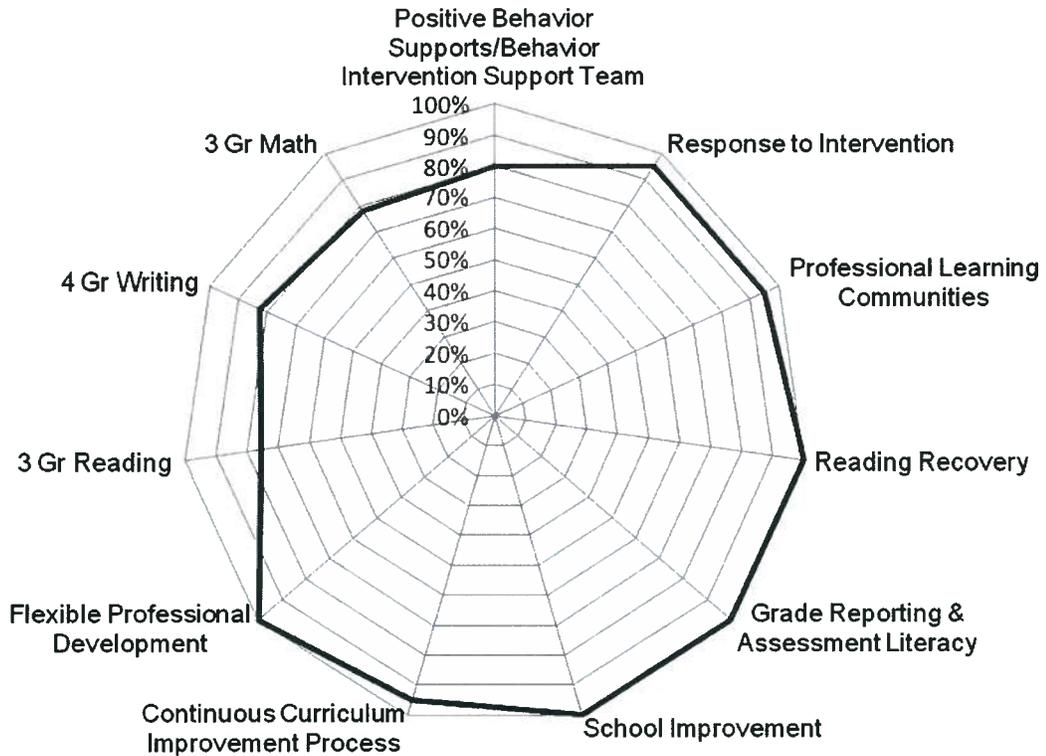
Focus on *learning*, on assessment results [that] become the leverage for improvements in *teaching*, which is only as good as its impact on learning. When leadership is focused on results, on urging a formal, frequent review of the impact of instruction, teaching improves (Schmoker, 2006, p. 126).

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). Consequently, by looking closely and analytically at how teaching affects learning on an ongoing basis, a faculty can evaluate their practices—and initiatives—to utilize and fortify those that best respond to their students’ current strengths and needs as learners. Focusing on student learning and looking closely and honestly at their own pedagogy are rituals of West Lincoln educators’ work. Understanding the relationship of the LPS initiatives to West Lincoln students’ academic achievement is foundational to this study and 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 West Lincoln 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?”

Exhibit 4.1 is provided to begin that investigation, as it captures both an assessment data composite of West Lincoln third graders reading and math proficiency fourth graders writing proficiency (based upon summative and formative assessment data) and the degree of implementation for eight LPS initiatives for this study. Eight factors (“spokes” on a “wagon wheel”) represent the degree to which the LPS initiatives are implemented with fidelity. Each spoke of this wagon wheel depicts performance at West Lincoln Elementary School with the optimum performance found on the perimeter of the wheel by spoke.

# West Lincoln Elementary



**Exhibit 4.1 Relationship Between Initiative Implementations and Student Achievement at West Lincoln Elementary School**

While more study, including larger data pools from all grade levels, is suggested, one can infer positive relationships between West Lincoln's implementations of the LPS prioritized initiatives and student achievement. These positive impacts are seen from the illustrations of Exhibits 4.1, 4.2, and 4.2 as well as the multiple of data examined in the Implementation Audit™ document reviews. Areas of possible concern such as the reading development of West Lincoln third graders should be closely monitored. Teachers who demonstrate success in helping students reach LPS learning objectives should be encouraged to reflect on and share effective practices.

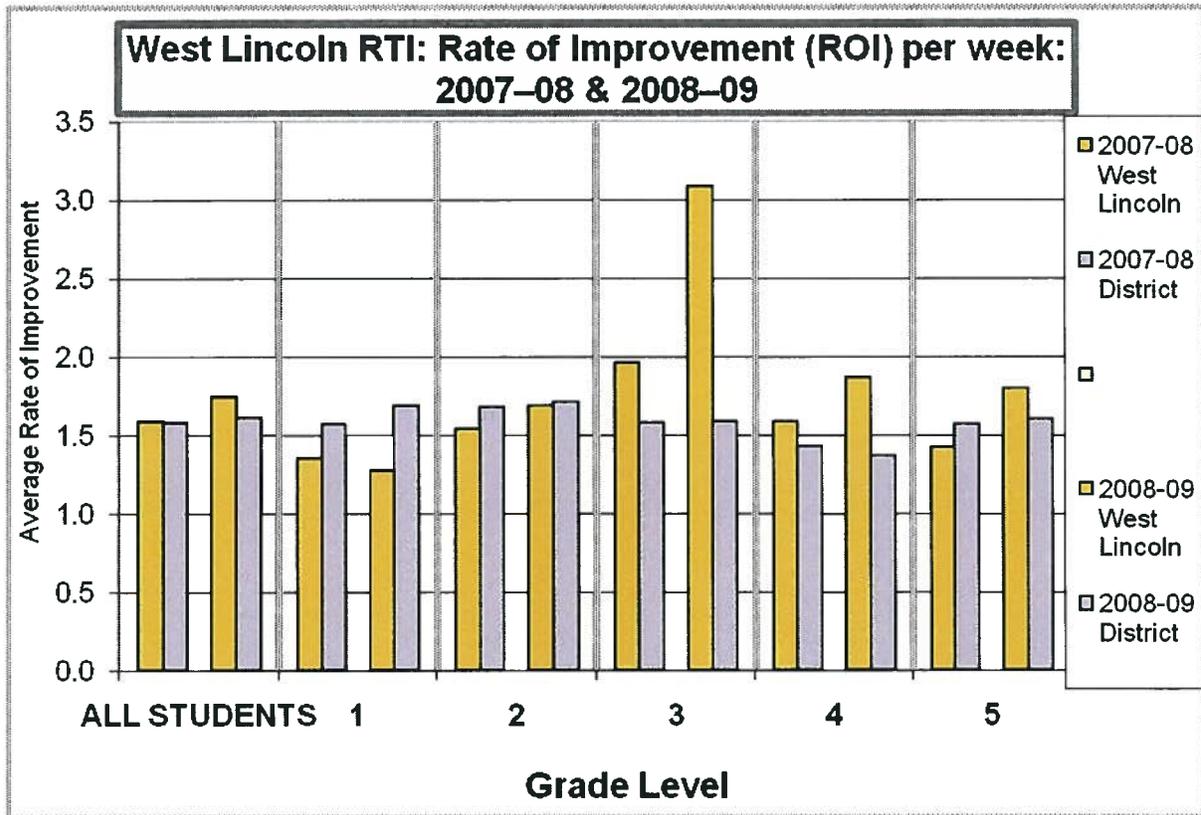


Exhibit 4.2 West Lincoln Elementary School Response to Intervention Assessment Data

West Lincoln Elementary 2008-2009  
RR Teachers: 1.50 FTE  
Total Served: 29

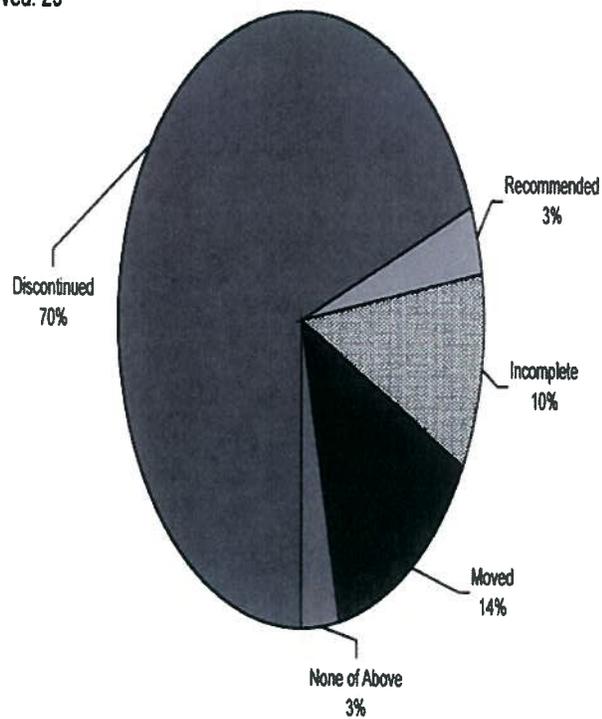


Exhibit 4.3 West Lincoln School Student Achievement Compared to Reading Recovery

## **5.0 Recommendations**

As per insights from West Lincoln educators and audit evaluations, West Lincoln should problem solve ways to increase PLC meeting times and/or frequency. Some staggering of PLC gatherings might make it possible for interventionists and specialists to meet with all the teams they serve.

Continue your efforts to identify intermediate grade students' most urgent learning goals. A few immediate comprehension goals for students in grades 3-5 include focusing on inferential thinking, identifying important ideas, and strengthening students' ability to summarize and synthesize what they read, learn, hear, and observe. Develop units of comprehension study in your PLC team meetings to share the wealth of expertise evident in this house of scholars.

Study differentiation and provide classroom-based coaching as teachers implement the differentiated instruction (over a long period of time) including demonstrations/ modeling of effective initiative implementations, co-teaching, and observations with "essential/critical friend" feedback. As a faculty, articulate proficient implementation of differentiation to paint a portrait of possibilities in support of teachers' lesson planning and executions. These "look for" discussions can become self-evaluation tools (especially if documents or charts are developed during these faculty meeting or PLC collaborations). Additionally, tap into the expertise and credibility of in-house experts, including teachers, coaches, and other staff who have a track record of success with student learning by differentiating their responsive instruction.

## 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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