

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

BELMONT 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 – Belmont 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

1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	41.67%
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: 94.74% K- 93.17% 1- 94.97% 2- 95.15% 3- 95.53% 4- 95.17% 5- 94.88%
8) Discipline incidents (suspensions, expulsions as reported to NDE)	Duplicated Count of number of suspensions: 36 unduplicated count: 17 Expulsions: 0
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:

Primary Reading and Math achievement
Vocabulary
Math problem solving and conceptual understanding
Behavior of students—especially primary grades

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. One intervention specialist and two para-educators to provide direct support to students identified most at risk with increased learning time and RTI
- c. Ensuring staff have additional collaborative planning time to include the library media specialist to support instructional practices with inquiry.
- d. Professional development for differentiated instruction and behavior.

Belmont 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 Belmont 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:

Belmont Elementary currently provides the following:

- Reading Recovery
- Reading and math Interventions
- Junior Achievement
- TeamMates
- Foster Grandparents Program
- Even Start Family Literacy
- Early Childhood preschool (ExCITE)
- Community Learning Centers
- Extracurricular Clubs
- Monthly Parent-Child Literacy Involvement

- Literacy and Math Family Nights
- Southeast Community College GED and ABE classes
- Food Bank—Week-end Food Backpack program
- PIRC
- WIC

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

Identified areas of need:

Primary Reading and Math achievement

Vocabulary

Math problem solving and conceptual understanding

Behavior of students—especially primary grades

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

Belmont 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:

Vertical alignment of instructional strategies

Use of formative and summative assessment data

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 Belmont 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 Belmont 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 Belmont 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 Belmont staff.

All staff members were asked to generate ideas for improvement strategies. A staff on-line survey was completed to identify the needs due to the short timeline available to prepare this application. These ideas were incorporated into the Belmont school improvement grant application.

BELMONT 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, Reading vocabulary Report Card scores show need for increased attention. 21% of 2nd graders are not proficient and 30% of 3rd graders in the area of vocabulary. As a TITLE I Accountability School in year 4 of No Child Left Behind, Belmont’s need for continued school growth is in great need.

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 K-2 Coach to meet those needs • Work with K-2 teachers to identify coaching needs. • Implement coaching model in Grades K-2 in Reading and Math • 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	(Insert from Belmont)
Cost for three years	2 coaches, \$486,120

I. **IDENTIFIED NEED:** Belmont Behavioral Referrals for 2009-2010 total was 1,457. Additional behavioral support was listed as the sixth highest need on the staff survey.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: Robert Marzano in **Classroom Management That Works** (2003) states that

- “Students in the classes of teachers classified as the most effective can be expected to gain about 52 percentile points in their achievement over a year’s time. Students in classes of teachers classified as least effective can be expected to gain only about 14 percentile points over a year’s time.”
- “The effective teacher performs three major functions:
 - 1. Making wise choices about the most effective instructional strategies to employ;
 - 2. Designing classroom curriculum to facilitate student learning; and
 - 3. Making effective use of classroom management techniques.”
- Effectively employing classroom management techniques is foundational to being able to employ the wisest instructional strategies to learn the well-designed curriculum.
- “Well-managed classrooms provide an environment in which teaching and learning can flourish.”

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 2C	Implement BEHAVIOR Vision Team.
Key steps	1. Hire Behavior Vision Team Leader (FTE 1) 2. Identify Staff Behavior goals for Behavioral implementation 3. Ongoing Professional Development for staff 4. Ongoing Modeling and coaching
Start Date	8-11-2010

Full implementation date	6-30-2010
Person(s) responsible	Principal, Behavior Vision Team Leader, Belmont Staff
Monitor and evaluate	On going formative and summative assessment
Cost for three years	1 FTE Behavior Vision Team Leader, \$43,200

I. **IDENTIFIED NEED:** Students that are not meeting outcomes as part of TIER 1 instruction need additional, flexible TIER 2 support outside of the TIER 1 block in reading and math. Report card data and common formative assessment results serves as evidence. Staff were surveyed and additional staffing and support was ranked as #1 need.

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	<ol style="list-style-type: none"> 1. Hire certified interventionist and paraeducators interventionist. 2. Professional Learning Community identify students & their academic needs. 3. 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 and paraeducators
Monitor and evaluate	Weekly monitoring of academic achievement and ongoing PLC reflection of data for adjustment of implementation.
Cost for three years	1 FTE interventionist, 2 paraeducators, \$235,804

I. **IDENTIFIED NEED:** Teachers do not have time to collaborate with grade level peers weekly, LPS currently provides monthly time. Collaboration is needed to meet the needs of all students in TIER 1 and 2 instruction. Additional collaboration time was listed on the staff survey as 2nd highest need. Media specialist is part of the daily Specialist rotation, which does not give her time to collaborate with teachers during plan time to support literacy standards/instruction. Collaboration time with media specialist ranked as the 3rd highest need on staff survey.

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 and additional Media Specialist time.
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	Staff 2 hours extra for PLC, 17,000 – 51,000 for media specialist \$513,783

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	\$69,078

I. **IDENTIFIED NEED:** Ongoing professional development in the areas of learning and instruction are imperative for Belmont staff. Differentiated Instruction is a strong recommendation from the District Implementation Audit, “Lacking confidence in differentiating their students’ learning of the same target/goal or are simply unable to do so.” Providing ongoing professional development to match learning to the learner will foster excellence.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: “Ultimately there are two kinds of schools, learning enriched schools and learning impoverished schools. I have yet to see a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand and hand as learners or they don’t go at all.” Roland Barth

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity 2C	High Quality, on going Professional Development Opportunities for teacher effectiveness
Key steps	<ol style="list-style-type: none"> 1. Identify staff needs 2. Identify student needs 3. Identify professional development to “match learning to the learner” 4. Implement professional development
Start Date	8/13/2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, staff, parents, SECC
Monitor and evaluate	Teacher appraisal process
Cost for three years	\$105,000

**2007-2008 State of the Schools Report
A Report on Nebraska Public Schools**
SCHOOL DISTRICT: LINCOLN PUBLIC SCHOOLS
SCHOOL BUILDING: BELMONT 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%	73.40%
<u>English Language Learners Percentage</u>	6.47%	9.16%	33.62%
<u>Mobility Percentage</u>	12.38%	15.54%	18.31%
<u>Enrollment</u>	290,767	33,464	699

Percentage of Students Meeting Standards - Reading

Grades	03	04	05	06
<u>All Students (including ELL and Special Education)</u>	75.00%	75.61%	94.51%	N / A
<u>Special Education Students</u>	33.33%	30.77%	82.35%	N / A
<u>English Language Learners</u>	62.96%	73.68%	90.00%	N / A
Gender				
<u>Male</u>	73.77%	71.74%	93.33%	N / A
<u>Female</u>	76.36%	80.56%	95.65%	N / A
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	▲	*	N / A
<u>Asian or Pacific Islander</u>	66.67%	*	91.67%	N / A
<u>White, Not Hispanic</u>	83.82%	78.00%	96.36%	N / A
<u>Black, Not Hispanic</u>	60.00%	64.29%	*	N / A
<u>Hispanic</u>	60.00%	80.00%	92.86%	N / A
<u>Free / Reduced Priced Meals</u>	71.95%	77.97%	92.96%	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>	84.35%	62.20%	97.78%	N / A
<u>Special Education Students</u>	69.57%	23.08%	88.24%	N / A
<u>English Language Learners</u>	73.08%	47.37%	100.00%	N / A
Gender				
<u>Male</u>	83.33%	65.22%	95.45%	N / A
<u>Female</u>	85.45%	58.33%	100.00%	N / A
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	▲	*	N / A
<u>Asian or Pacific Islander</u>	91.67%	*	100.00%	N / A
<u>White, Not Hispanic</u>	88.24%	70.00%	98.18%	N / A
<u>Black, Not Hispanic</u>	86.67%	42.86%	*	N / A
<u>Hispanic</u>	63.16%	40.00%	100.00%	N / A
<u>Free / Reduced Priced Meals</u>	82.72%	57.63%	97.14%	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>	90.09%	78.76%	64.63%	89.61%	N / A
<u>Special Education Students</u>	66.67%	50.00%	30.77%	57.14%	N / A
<u>English Language Learners</u>	92.00%	68.00%	52.63%	100.00%	N / A
Gender					
<u>Male</u>	91.23%	74.58%	65.22%	85.00%	N / A
<u>Female</u>	88.89%	83.33%	63.89%	94.59%	N / A
Race / Ethnicity					
<u>American Indian / Alaska Native</u>	▲	*	▲	*	N / A
<u>Asian or Pacific Islander</u>	69.23%	66.67%	*	*	N / A
<u>White, Not Hispanic</u>	92.31%	85.07%	68.00%	88.00%	N / A

<u>Black, Not Hispanic</u>	95.45%	80.00%	50.00%	*	N / A
<u>Hispanic</u>	90.91%	61.11%	60.00%	*	N / A
<u>Free / Reduced Priced Meals</u>	91.03%	75.95%	59.32%	89.83%	N / A
<u>Migrants</u>	*	*	*	*	N / A

Percentage of Students Meeting Standards - Writing

	04
<u>All Students (including ELL and Special Education)</u>	91.36%
<u>Special Education Students</u>	91.67%
<u>English Language Learners</u>	95.24%
Gender	
<u>Male</u>	88.64%
<u>Female</u>	94.59%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	N / A
<u>Asian or Pacific Islander</u>	*
<u>White, Not Hispanic</u>	91.84%
<u>Black, Not Hispanic</u>	92.86%
<u>Hispanic</u>	80.00%
<u>Free / Reduced Priced Meals</u>	91.23%
<u>Migrants</u>	*

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

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





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

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



▶ School Profile

**School Profile
2008 - 2009**

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
<u>Poverty Percentage</u>	38.35%	39.73%	74.90%
<u>English Language Learners Percentage</u>	6.31%	7.73%	29.41%
<u>School Mobility Rate</u>	12.02%	15.45%	20.66%
<u>Enrollment</u>	292,030	34,057	781

Percentage of Students Meeting Standards - Reading

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	77.31%	78.45%	94.12%
<u>Special Education Students</u>	36.00%	35.00%	87.50%
<u>English Language Learners</u>	77.78%	43.48%	92.31%
Gender			
<u>Male</u>	81.03%	70.97%	93.18%
<u>Female</u>	73.77%	87.04%	95.12%
Race / Ethnicity			
<u>American Indian / Alaska Native</u>	▲	*	*
<u>Asian or Pacific Islander</u>	85.71%	80.00%	*
<u>White, Not Hispanic</u>	78.13%	82.35%	92.00%
<u>Black, Not Hispanic</u>	78.26%	92.31%	94.12%
<u>Hispanic</u>	66.67%	56.52%	*
<u>Free / Reduced Priced Meals</u>	76.40%	76.67%	95.16%
<u>Migrants</u>	▲	*	▲

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	85.83%	74.78%	91.86%
<u>Special Education Students</u>	56.00%	35.00%	68.75%
<u>English Language Learners</u>	91.89%	54.55%	92.86%
Gender			
<u>Male</u>	89.66%	70.49%	93.18%
<u>Female</u>	82.26%	79.63%	90.48%
Race / Ethnicity			
<u>American Indian / Alaska Native</u>	▲	*	*
<u>Asian or Pacific Islander</u>	100.00%	*	*
<u>White, Not Hispanic</u>	89.06%	77.94%	90.00%
<u>Black, Not Hispanic</u>	69.57%	84.62%	94.12%
<u>Hispanic</u>	84.21%	52.17%	*
<u>Free / Reduced Priced Meals</u>	83.33%	74.16%	93.65%
<u>Migrants</u>	▲	*	▲

Percentage of Students Meeting Standards - Science

Grades	02	03	04	05
<u>All Students (including ELL and Special Education)</u>	89.90%	77.97%	63.16%	86.21%
<u>Special Education Students</u>	58.33%	56.52%	15.00%	76.47%
<u>English Language Learners</u>	90.63%	75.68%	42.86%	57.14%
Gender				
<u>Male</u>	88.24%	77.19%	59.02%	91.11%
<u>Female</u>	91.67%	78.69%	67.92%	80.95%
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	▲	*	*
<u>Asian or Pacific Islander</u>	100.00%	92.86%	50.00%	*
<u>White, Not Hispanic</u>	93.22%	84.13%	64.71%	90.20%
<u>Black, Not Hispanic</u>	69.23%	68.18%	69.23%	76.47%
<u>Hispanic</u>	84.62%	57.89%	57.14%	*

<u>Free / Reduced Priced Meals</u>	85.29%	74.16%	60.23%	82.54%
<u>Migrants</u>	▲	▲	*	▲

Percentage of Students Meeting Standards - Writing

	04
<u>All Students (including ELL and Special Education)</u>	87.18%
<u>Special Education Students</u>	66.67%
<u>English Language Learners</u>	78.26%
Gender	
<u>Male</u>	83.87%
<u>Female</u>	90.91%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	90.00%
<u>White, Not Hispanic</u>	85.71%
<u>Black, Not Hispanic</u>	100.00%
<u>Hispanic</u>	82.61%
<u>Free / Reduced Priced Meals</u>	87.50%
<u>Migrants</u>	*

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- 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>	MET
<u>White, Not Hispanic</u>	MET
<u>Black, Not Hispanic</u>	MET
<u>Hispanic</u>	MET
<u>Students eligible for free and reduced lunch</u>	MET
<u>Special Education Students</u>	NOT MET
<u>English Language Learners</u>	MET
Math	
<u>All students</u>	MET
<u>American Indian/Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	MET
<u>White, Not Hispanic</u>	MET
<u>Black, Not Hispanic</u>	MET
<u>Hispanic</u>	MET
<u>Students eligible for free and reduced lunch</u>	MET
<u>Special Education Students</u>	NOT 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.



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.
 - ◆ 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



**FOUNDATION
LINCOLN PUBLIC SCHOOLS** www.foundationforlps.org

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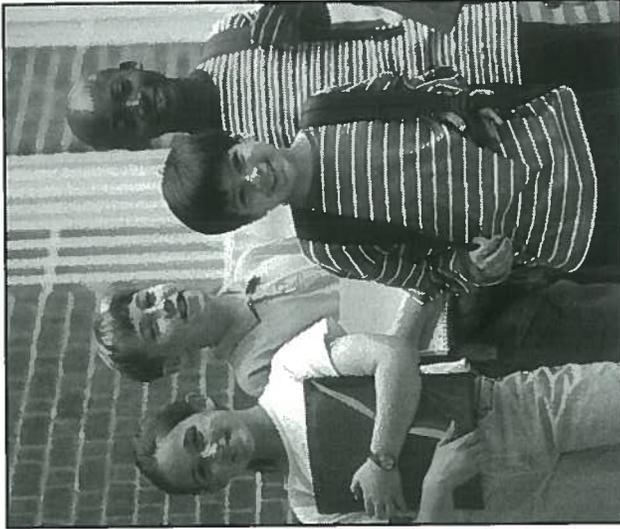
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Lincoln Education Association

Belmont ELEMENTARY SCHOOL

Profile



BELMONT
ELEMENTARY SCHOOL

Principal: Mona Manley
3425 North 14th Street
Lincoln, NE 68521
402-436-1124 • Fax: 402-458-3224
<http://belmont.lps.org>

Students

- 774 Students, grades PreK-5
- Average student class size: 19
- 42% Minority Students
- 27% English Language Learners
- 2% Gifted
- 12% Special Education
- ◇ Specific Learning Disability
- ◇ Behavioral Disorder
- ◇ Mental Handicap
- ◇ Speech-Language Impairment
- ◇ Orthopedic Impairment
- ◇ Autism
- 19% Mobility rate
- 72% Eligible for free/reduced meals
- 94% Average daily attendance rate

Staff

- 74 Teachers: 117 total staff
- Full-time family-community learning specialist, school psychologist, specialist in Library Media Center with full-time specialists in art, physical education, vocal music, computer, and creative expressions

Technology

- 1 computer lab
- 100% of classrooms with computers
- Portable lab (2)
- Aversion projectors in all classrooms
- Promethean Interactive Boards

Special Programs

- Differentiated Curriculum for Gifted and Talented Students
- Reading Recovery
- Reading and Math Interventions
- Literacy Support Teachers
- BIST (Behavior Intervention Support Team)
- Junior Achievement
- TeamMates
- Foster Grandparents Program
- English Language Learners
- Arabic Even Start Family Program Literacy
- EXCITE
- Multiple CLC Clubs

Extracurricular Clubs

- SMART-YWCA affiliation
- Chorus
- K-Kids
- Recycling Club
- C-Kids

Family Programs

- BFA-Belmont Family Association
- Pre-Kindergarten Activities
- Community Recreation Center
- Belmont Community Center
- Breakfast For Students
- Monthly Parent-Child Literacy Involvement
- Literacy and Math Nights
- Parent Love and Logic classes
- Partnership with SECC for GED and ABE classes
- Food Bank-Weekend Food Backpacks
- Even Start
- PIRC (Parent Information on Resource Committee)
- WIC

School Day

- 8:10 a.m.-2:55 p.m.
- Breakfast Program 7:45-8:00 a.m.
- Office Hours 7:30 a.m.-3:30 p.m.

VIP Partners

- UNL Women's Basketball Team
- Runza
- Cornhusker Bank (Cornhusker)
- Lincoln Industries
- Junior Achievement of Lincoln
- Lincoln Journal Star
- Wyuka
- Village Manor Living Center
- General Dynamics
- Papa Johns
- SNAC School Neighbor Advisory Committee

What's unique about Belmont?

- Built in 1921 with addition in 1955 and addition with total building remodel in 1991
- Gold Star Award for Excellence in Student Achievement
- Professional Learning Community
- Community Learning Center

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

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

Name of School: Belmont

Names of Team Member(s): Susie Katt and Theresa Smith

A. Identify the School Improvement Goal(s)

1. All students will increase their reading skills in all content areas.
 - A. K-2 will increase reading fluency in all content areas.
 - B. 3-5 will increase their reading comprehension in all content areas.
2. All students will increase their math skills in all content areas.
 - A. K-2 will develop and increase math computation skills.
 - B. 3-5 will develop and increase their math problem solving skills.
3. African American students will meet reading proficiency on the 2009 state reading assesment.

B. Introductory Comments

Belmont staff began their journey of Professional Learning Communities one year before the district-wide implementation. The staff's enthusiasm for this vehicle for student improvement is unparalleled. Staff members spoke passionately of their roadmap over the past few years, sharing stories and insights of their efforts striving towards achievement for ALL students of Belmont school. Learning truly is the focus in this building.

The SIP team consists of twenty members, which is a good representation of the staff. It includes parent representation as well as a Community Learning Center delegate. All members work together to disseminate information to all members of the staff. Administration monitors the work of PLC's through regular communication, checklists, and more.

Grade level teams are involved in weekly meetings for "kid talk." This allows PLC's to monitor the progress of individual students and collectively make decisions to ensure all children reach proficiency on the essential outcomes. Members of the staff realize that it is important for kids to be on grade level and will do what it takes in order for students to have opportunities in middle school and beyond.

The staff of Belmont feels like PLC's are a part of the natural process of teaching, and using data to inform decisions is intertwined within their regular routine. Classroom teachers are responsible for delivering instruction during interventions. They are driven by a question they ask themselves regularly: What does each and every child need? They also recognize that students need to be informed of their progress in order to take ownership of their own learning. One of the members of the SIP team made the comment that each and every child is given the opportunity to experience a learning intervention whether it is for remediation or enrichment. Improvement in student learning is truly meant for all students.

The level of collaboration is advanced among the members of Belmont's team. Teams are not afraid to attack the difficult issues and to talk about topics that often remain hidden under the table. This type of collaboration takes courage and clearly sets the expectation that each member has a responsibility to be an effective member of their team. Members of the SIP Team stated that there were no excuses allowed for students not to learn. Teachers were not allowing conditions that they cannot control such as home environment to be accepted as an excuse for a lack of progress. One member stated, "We finally stopped thinking of what was best for teachers and began to ask what is best for students." This level of commitment will lead to even more success with all students.

The school improvement process at Belmont a strong example of a partnership between the parents, community, teachers and students.

C. Successes, Strengths, and/or Accomplishments

1. Grade level SMART goals are collectively posted in the front entryway of the building. This allows students, staff and families to view the goals on a daily basis.
2. Conversations within grade level teams are focused first and foremost on classroom instruction. This has evolved since the start of PLC's, but the conversations are on a much deeper level than in the beginning.
3. A specific grade level admitted that the road to where they are today wasn't always a smooth one. Individual team members worked in isolation and had difficulty working in a collaborative manner. This team addressed the issue, put feelings aside, and agreed that student achievement was the goal. They continue to strengthen the team and strive to become a more cohesive group. They acknowledged the growth made knowing it is part of the process.
4. Administration feels it is important to revisit SIP goals and establish norms each year. This serves as a reminder for current staff while informing newly hired staff members.
5. Interventions are specific to student needs. Many different resources are available for not only those students who struggle, but also for the students who need to be stretched above the regular curriculum.
6. Administration and teachers use multiple data sources to drive improvement efforts.

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

1. Continue to seek ways to utilize the expertise within grade levels. Share the responsibilities so burn-out doesn't happen for particular teachers.
2. Never become complacent or fully satisfied with your work. There is always room for improvement and growth.

3. Continue to attack difficult issues that naturally occur when people work closely together and come to the table with different perspectives.

4. Maintain the relationship with the community and utilize the resources that are available. Strong schools foster strong communities and vice versa.

5. Remember the impact of initial instruction. Effective teaching within the regular classroom is a Tier I intervention. Improving daily instruction is the most powerful way to assist those struggling with particular goals. Make sure this doesn't become adding "activities", but rather focusing as a PLC team on the components of effective instruction and explore how to provide the richest experiences for students in the classroom. Use formative assessments to honestly evaluate daily instruction and have staff engage in conversations about ways to improve within Tier I. This type of conversation can be uncomfortable for some members of a staff, but they are critical. Teachers must self-evaluate their instruction on a regular basis and be willing to do what it takes to improve.

E. Additional Comments

- Staff doesn't make excuses for children based on their home lives. They seek for all students to achieve, regardless of ethnicity, level of language acquisition or financial status.
- Belmont recognizes how essential transitions are for children. They collaborate with middle schools to ease the transition into sixth grade. Summer activities are organized such as "Jump Start" for those kindergarten children beginning school.
- ELL staff continues to search for the best possible resources for their students and are concerned with the alignment of the ELL curriculum with that of regular education students. Particular staff are infusing the students more into the regular classroom and blending the ELL goals with the school-wide school improvement goals.
- There are many opportunities for staff to communicate with parents that go beyond normal expectations.
- Special education staff focus on IEP goals as well as the grade-level essential outcomes.
- The focus of the behavioral intervention, BIST, has made a huge impact on the Belmont learning community.

- “BFA” or Belmont Family Association plays an integral part in the success of all students. They helped revise the Learning Compact, created homework guidelines, and support the school in multiple other ways.
- Parents who serve on the BFA have meaningful roles to play and can see that what they do makes an impact on student learning. Administration and staff listen to their concerns and act upon those concerns.
- There is a strong passion for both adult and student learning driving the culture of Belmont. The staff and administration of Belmont demonstrate a passion for their work, for learning, and for the possibilities of the future.

**Lincoln Public School District
Implementation Audit™**

For Belmont Elementary School

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

November, 2009

**The
Leadership
and Learning
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317 Inverness Way South, Suite 150
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1.0 Executive Summary

This earnest and scholarly Title One school exhibits many strengths. Belmont educators see their diversity as their greatest strength. They fully utilize their PLC collaborations and wisely align these efforts to their CCIP, SI, GR, and PBS efforts. They consistently innovate edifying next steps of learning for themselves and their students to more effectively raise performance and close achievement gaps. They hold high expectations for their students as hopeful lights to illuminate paths of learning and steer their teaching.

Belmont scholars monitor their students' growth and progress with numerous assessments and collaborative evaluations. They understand the importance of knowing each child in detail as a learner. Seeking to improve their evaluation practices, they are now engaged in a study of common formative assessments.

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 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 significantly change organizational outcomes.

Thus, the purpose of this section is to depict and to describe the passage of Belmont 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.

Belmont Elementary School

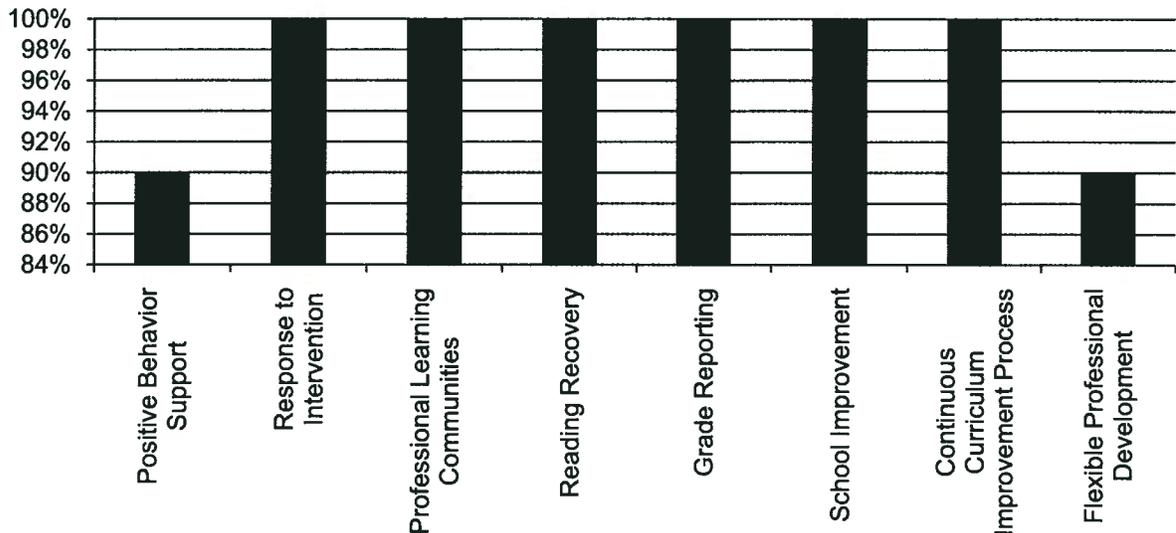


Exhibit 3.1 Range of Initiative Implementations at Belmont Elementary School

3.1.1 Implementation of Response to Intervention

Every Belmont educator has implemented the LPS Response to Intervention (RtI) initiative. Closely aligned with their PLC, School Improvement, and CCIP implementations, Belmont School's RtI efforts are built on a foundation of continuous assessment. Knowing students as individuals and being able to respond to each child's specific strengths and needs are keys to Belmont's RtI pedagogy. Rubric checklists, color coding student data via spread sheets, progress monitoring assessments such as DIBELS, Quick Reads fluency assessments, running records, SOAR comprehension checks, and 6 Minute Fluency Time (including having students set up their own graphs to monitor their fluency growth), are just a few of the ways Belmont educators inform their evaluations and instructional decisions. They also test RtI students every quarter with leveled reading passages from their reading program.

With their well of data, Belmont educators develop flexible and responsive intervention groups for students who are at the 25th percentile or below. Students are given opportunities for re-teaching so that "gaps are not developing," and teachers strive to be preventative as well as intervening in their instructional care. "We have more than RtI intervention groups to support our most vulnerable students," one Belmont educator explained.

The staff is currently learning about Tier 1+. Early Tier 1+ efforts are focusing on supporting students' math learning with a cycle of pretesting, teaching, and testing to see if students have mastered the focus skills and to determine if additional instruction is warranted. Belmont educators explained that "finding the time and how that (one week groups) works has been challenging."

Scheduling refinements have made it possible to secure more staff for more student interventions. Additionally, thoughtful scheduling means that students stay with their classroom teacher for Tier 1 instruction. Special education teachers and ELL teachers have worked flexibly to push into classrooms and pull out their students only when this is deemed to be the most effective or logistically plausible way to go.

Belmont's administration members have their fingers on the pulse of all of their colleagues' Rtl efforts. They are often in classrooms working with teachers, touching base, and communicating hallmarks of effective instruction. Belmont leaders are closely monitoring how often students are pulled out of their classrooms for interventions and working to evaluate whether these practices are proving to be effective and/or should be refined.

3.1.2 Implementation of Professional Learning Communities

Belmont educators see their PLC work as the engine of all their professional development initiatives. They have, in fact, been implementing PLCs for many years (even before they were a district focus). Belmont educators began their PLC work by studying with Rick DuFour.

Belmont educators have tightly aligned their PLC collaborations with their Rtl and SI efforts. SMART goals are set up to align with AYP standards. PLC teams engage in frank and open conversations including questions such as "What are you doing with students who are not meeting the objectives?" and "How can we help students who have not met the CRT data last year?" They analyze "sub-categories to know if we need extra support for ELL."

PLC teams include classroom teachers, interventionists, special education teachers, Reading Recovery teachers, and ELL educators. Using weekly learning targets, PLCs plan instruction for a common target or essential outcome. In addition to meeting with grade-level teams, the interventionists engage in their own PLC meetings once or twice a month. As one Belmont colleague explained, "We work together so that our students are ready for middle school and so that all of our kids can see themselves going to college."

From their PLC collaborations, Belmont educators added the following instructional programs to their teaching repertoires: Tier 2 math interventions such as *Do the Math*; Quick Reads; 1 Minute Fluency Checks with a corresponding comprehension essay/constructed response; Soliday; Reading Recovery; Soar to Success; and Corrective Reading. They also studied literacy pedagogy as professional books clubs by reading Debbie Diller' texts on small group instruction, *The Daily 5* by Gail and Joan

Moser, and Irene Fountas and Gay Su Pinnell's *Leveled Literacy*. Belmont educators additionally utilize their PLC meetings to develop edifying homework and parent support activities or communications.

Belmont's leadership attend PLC meetings. They model and support teachers in "digging for deeper implementations." With each PLC team, they are beginning to look at common assessments to monitor students' writing and math progress.

3.1.3 Implementation of School Improvement

Because Belmont educators so thoughtfully align their work, their implementations of the LPS School Improvement initiative is best illustrated in the previous notes about their RtI and PLC work.

3.1.4 Implementation of Grade Reporting

Belmont educators again see their Grade Reporting implementations as an extension of or in alignment with their PLC efforts. Their GR implementations have strengthened their capacity to develop measurable goals of students learning, targets developed in teacher partnerships as classroom teachers and special education teachers work together. These measurable goals also include student self-evaluation, which helps the children monitor and see the progress they are making. Additionally, the Belmont staff feels better able to track and categorize student intervention groups. They are planning to implement a student information system to strengthen their data warehousing and diagnosis of students' progress.

3.1.5 Implementation of Reading Recovery

Belmont 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," or graduated when a student demonstrates himself/herself to be a self-regulated reader). Belmont's Reading Recovery teachers reflect the integrity of Dr. Marie Clay's groundbreaking, emerging literacy research.

3.1.6 Implementation of Continuous Curriculum Improvement Process

Belmont educators are “constantly looking at curriculum and improving it.” Currently, they are engaged in a deep study of writing curriculum including discussing the “look fors” in writing instruction and in student work. The staff identified “instructional coaches who come in classrooms and assist teachers” as essential to their successful CCIP efforts. They greatly value the district coaches who work onsite to help them develop entire units of study including creating modeled writing lessons and identifying mentor texts to go with each area of focus. The school has deepened their writing curriculum work by establishing a “writing liaison” for each grade level. In this way, teachers are leading and communicating writing curriculum thrusts.

Additionally, Belmont educators are proactive in their curriculum work. In partnership with other initiative efforts such as their Rtl and PLC efforts, the staff provides Belmont students with sensitive transition support in the form of “sneak-peek” activities. Giving their students opportunities to see and discuss upcoming learning setting, Belmont educators take great care to support their students as they make transitions, such as moving from preschool to kindergarten and elementary to middle school.

3.1.7 Implementation of Multicultural Education

Seeing the diversity of their student population as a key strength of their school, Belmont School educators are devoted to honoring their students’ cultures and work to better understand 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. Belmont educators voice respect for their students and the school community as a whole including offering parenting classes, providing interpreters for all major school events, translating all school communications and phone messages, and continuously communicating students’ learning targets to Belmont parents. There is more they want to learn and infuse into their teaching about multicultural education.

3.1.8 Implementation of Positive Behavior Support

With a 90% level of implementation, it is clear to see that Belmont educators are earnestly implementing PBS. An equal number of the staff feels that they need more support for PBS from the district to deepen their efforts to help students learn constructive and engaged dispositions. Additionally, some teachers feel that “BIST is kind of pushing out the PBS focus or efforts.” Additional training from LPS leaders could help Belmont colleagues better understand the district’s vision for PBS and BIST as well as deepen their efforts to achieve 100% implementation.

3.1.9 Implementation of Flexible Professional Development

Belmont educators are lifelong learners. Wanting to equip themselves for the infinite possibilities of their students' strengths and needs, they embrace the "restaurant-choice approach" and are "making sure we are trained in as many interventions as possible." Belmont leadership monitors teachers' choices to ensure that each course is aligned to student learning. Currently, many teachers are engaged in the SOAR training. As a faculty, they are studying formative assessments and furthering their PLC work with Cassandra Erkens from Solution Tree. It is especially exciting to hear Belmont educators talk about their efforts to involve students in their formative assessments more and take greater ownership of their learning.

All Belmont educators expressed an urgent need for more time for professional development. Implementing BIST, for example, has become a large part of their flex time for professional development and, thus, limits the time or number of days teachers have to engage in additional professional learning opportunities.

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 which 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 Belmont educators’ work. Understanding the relationship of the LPS initiatives to Belmont 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 Belmont 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?” 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. This review attempts to identify patterns and trends that can draw attention to emerging best practices.

Exhibit 4.1 is provided to begin that investigation, as it captures in one graphic both an assessment data composite of performance (based upon summative and formative assessment data) grade 3 students’ reading and math proficiency and grade 4 students’ writing proficiency 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 Belmont Elementary with the optimum performance found on the perimeter of the wheel by spoke.

Belmont Elementary

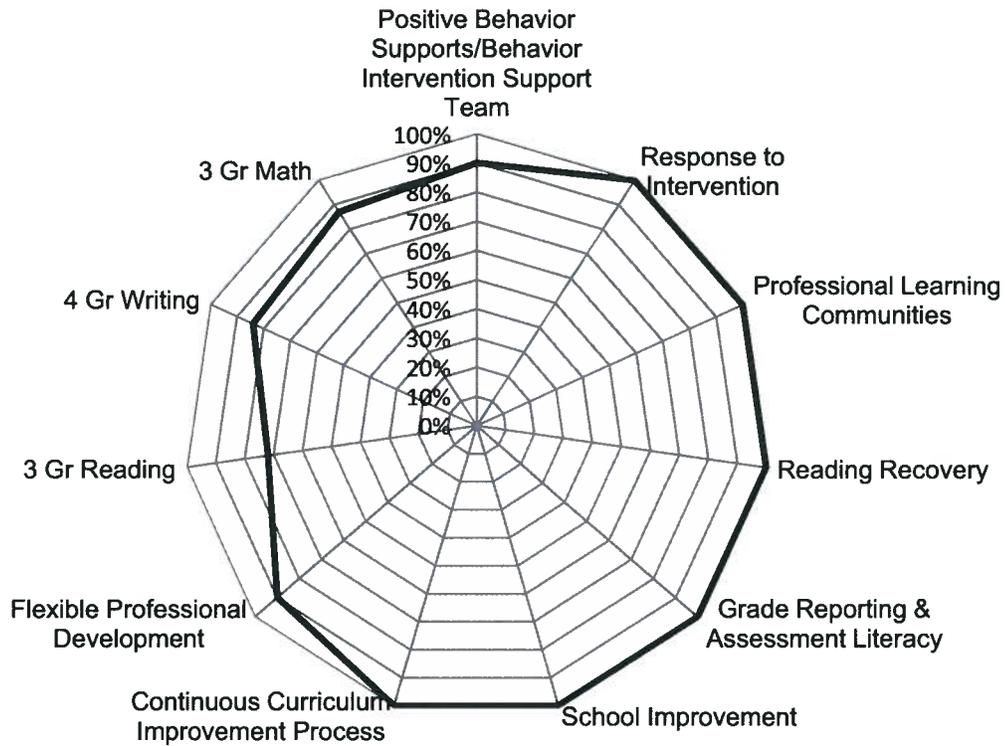


Exhibit 4.1 Relationship Between Initiatives and Student Achievement at Belmont Elementary School

Reflecting on Exhibit 4.1 as well as Exhibits 4.2 and 4.3, one can infer a positive relationship between Belmont educators' use of the LPS initiatives and student achievement. To further illustrate students' progress, Belmont 5th grade students consistently meet Reading AYP goals (92% or more for every group; 87% for SE students) and Math AYP goals (with a very similar profile except for SE student which reflected 68.75%). It is important to better understand what fifth grade teachers are doing to support their students' progress so effectively. Identifying their 'antecedents of excellence' could provide all Belmont teachers with a powerful "Ah, ha!" insights about the professional practices that are associated with the gains in their students' achievement.

As a follow-up to the above suggestion, Belmont administrators profiled the huge student achievement gains made when grade level teams/PLCs work systematically.

Reflecting on the impact of LPS initiatives further, Belmont educators voiced the following appraisals:

- Our multi-layered assessment approach is giving us keen insights about the effectiveness of our RtI interventions including helping us understand how to make (mid-course) adjustments in our teaching.
- A lot of our students who were in an intervention are meeting their (learning) goals now.
- We are studying what students and how to provide “outside of the box” interventions when they continue to struggle after receiving intervention services.

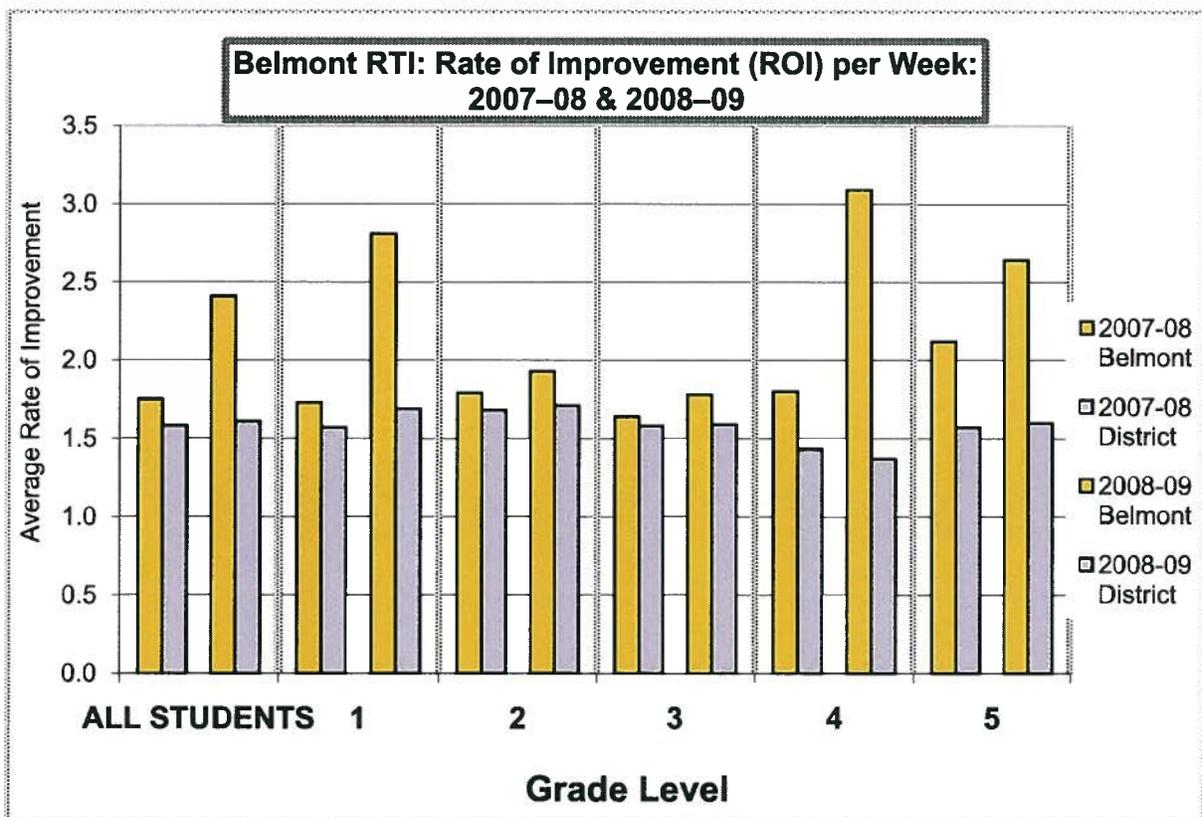


Exhibit 4.2 Belmont Elementary School Response to Intervention Assessment Data

Belmont Elementary 2008-2009
RR Teachers: 2.00 FTE
Total Served: 37

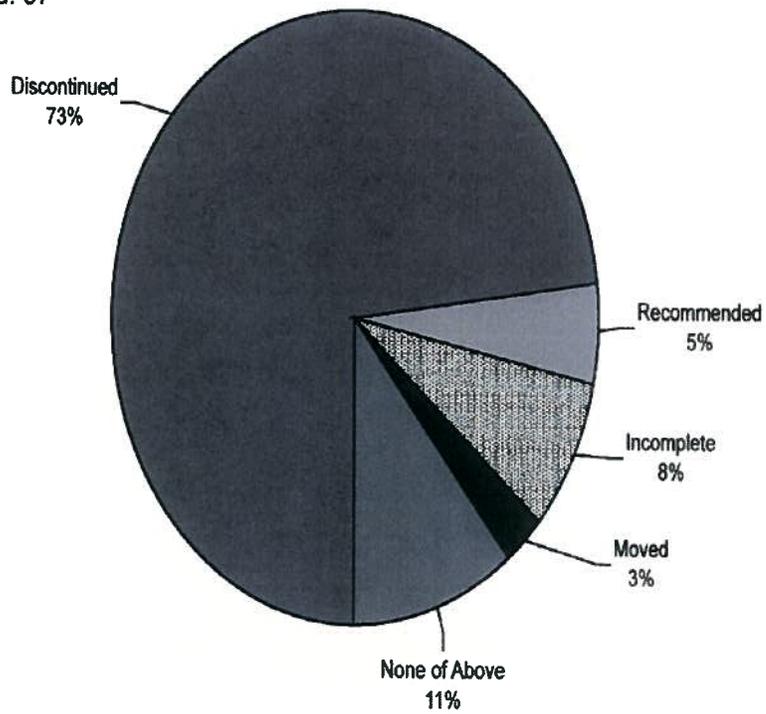


Exhibit 4.3 Belmont Elementary School Reading Recovery Data Pie Chart

Belmont Elementary educators are encouraged to examine whether these initiatives are supported with the same levels of focus, resources, time, or quality of instruction by each grade level. We encouraged them to examine the relationship between the LPS initiatives and student achievement. Are best practices shared across grade levels? As this year's school-improvement plan is implemented, Belmont educators have an excellent opportunity to further their analysis of the instructional strategies which best respond to their students' strengths and needs as well as identify an informative timeline for mapping out their formative assessments.

5.0 Recommendations

Seeking to strengthen their teaching, Belmont educators named several hopes or recommendations to support their students' achievement. Their generous insights included:

- Diagnosing student more precisely. Often, the hardest thing is to determine a child's missing skills or when to intervene.
- Utilizing peer tutoring for students who already demonstrate mastery of the target.
- Adding time to the learning day
- Having more time to pull or see students for needed interventions
- Increasing their teaching staff and, thus, reducing class size
- Adding more space, especially for intervention rooms
- Increase the paid/compensated hours for FPD
- Continue and expand Action Research
- Providing Rtl and intervention training more often throughout the year
- Gaining district direction about which trainings (are most essential) and make sure these trainings are offered throughout the year and at different times
- Diversifying the PD and initiative offerings. We know so much and so much of what is already offered. There is a need for different interventions
- Identifying excellent math intervention resources.

Differentiation is a major recommendation for Belmont educators. Some teachers seem to lack confidence in differentiating their students' learning of the same target/goal or are simply unable to do so. From sincere but perhaps misguided Rtl implementations, teachers may be over-applying whole-group instruction. Providing teachers with classroom-based coaching (over a long period of time), including demonstrations/modeling of effective differentiated instruction, co-teaching, and observations with "essential/critical friend", feedback could be immensely enlightening. In faculty meetings and PLC gatherings, Belmont educators could develop portraits of proficient differentiation to foster self evaluations and offer one another collegial insights about how to practically and effectively "match learning to the learner."

Belmont students' most urgent learning needs (and correlation to Belmont's AYP profiles), are explicit and systematic vocabulary and comprehension instruction. Many Belmont students seem to be young in their language development. Understanding how to best build edifying vocabulary learning for students is an essential "next step" of professional study for the Belmont faculty. Likewise, it is critical to help students know how to *work to understand* before, during, and after they read with thinking strategies such as inferring, identifying important ideas, and synthesizing. By offering students layers of modeling and collaborative practice and by having a clear vision of what to look for in students' reading work, Belmont educators can accelerate and deepen their students' comprehension of all texts in all content areas.

Lastly, Belmont scholars should tap the expertise and credibility of in-house experts, including teachers, coaches, and other staff members who have a track record of success with student learning. From an analysis of the schools' data, it appears that some teachers are consistently helping their students make tremendous growth gains. Spend time investigating the secrets to their success and determine what is transportable to other classes (Hirsch, 2009).

6.0 References

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