

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

EVERETT ELEMENTARY

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Lincoln Public Schools – Everett 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

EVERETT ELEMENTARY	
1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	29.3%
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: 94.56% K- 93.71% 1- 93.10% 2- 94.91% 3- 95.31% 4- 95.75% 5- 94.80%
8) Discipline incidents (suspensions, expulsions as reported to NDE)	Duplicated Count of number of suspensions: 24 unduplicated count: 12 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:

Reading and Math achievement

Data examined for identification of needs:

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

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

Behavioral referrals

Mobility of students

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

- a. Two instructional coaches for embedded professional development
- b. Implement intervention model for small group learning through extended learning
- c. Professional development for differentiated instruction and behavior.
- d. Implement peer coaching program
- e. Implement Adaptive Schools framework
- f. Use GALLUP student strength finder
- g. Develop and implement transition plans for mobile students and parents

Everett 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 Everett 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.

Implementation of a strong Instructional Coaching and Peer Coaching Mode will improve instruction that is more tied directly to identified student needs. This training will be led by district staff and outside consultants such as Dr. Knight.

(b) Programs/Services Profile:

Everett Elementary currently provides the following:

- Reading Recovery
- Reading and math Interventions
- TeamMates
- Foster Grandparents Program
- AmericaReads Tutors
- Junior Achievement
- Early Childhood preschool (ExCITE)

- Community Learning Centers
- Extracurricular Clubs
- Literacy and Math Family Nights
- Food Bank—Week-end Food Backpack program
- PIRC
- Toyota Family Literacy program

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

Identified areas of need:

Reading and Math achievement
 Family Literacy
 Mobility of students

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

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

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

(d) Curriculum/Instructional Practices Profile:

Identified areas of need:

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

Increasing collaboration time has been identified as a priority in the Everett 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 Everett 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. Peer coaching along with embedded instructional coaching will also provide high quality professional development.

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

(e) System Profile:

Identified areas of need:

Alignment of school improvement efforts and plans
Extending the instructional time
Engaging the neighborhood and community partners

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

The Everett 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 Everett staff.

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

EVERETT MIDDLE SCHOOL

IA.3. Action Plans for Tier III Schools

I. IDENTIFIED NEED: Everett Elementary School has failed to meet Adequate Yearly Progress for the last four years. Teachers and administrators consistently identify coaches as an important strategy for the improvement of math and language arts instruction.

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: 2 b, 2 a	Implement coaching model in all Grades.
Key steps	Hire 1.0 FTE coach and a 1.0 FTE coach coordinator in the academic areas of Math and Language Arts.
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, Teachers, Coaches
Monitor and evaluate	Teachers and coaches will utilize formative and summative assessments to measure coaching effectiveness.
Cost for three years	\$486,120

I. IDENTIFIED NEED: Everett Elementary School has failed to meet Adequate Yearly Progress for the last four years. The number of behavior referrals is a concern for staff.

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.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 3 b	Implement comprehensive Behavior Intervention Support Teams (BIST).
Key steps	<ol style="list-style-type: none"> 1. Professional Development for BIST PBS model. 2. Collaboration with BIST consultant. 3. Meet quarterly in the evenings to synthesize BIST PBS model. 4. Train afterschool staff in BIST. 5. Improve parent engagement around PBS.
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, teaching staff, BIST consultant
Monitor and evaluate	Behavioral referrals will be benchmarked and compared to end of year totals.
Cost for three years	\$129,746

I. IDENTIFIED NEED: Everett Elementary School has failed to meet Adequate Yearly Progress for the last four years. Teachers have shown willingness to work with each through a strength-based, peer-coaching model.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: “Statistical support for peer coaching comes from many sources. Perhaps the most easily understood data follows: 5% of learners will transfer a new skill into their practice as a result of theory, 10% will transfer a new skill into their practice with theory

and demonstration, 20% will transfer a new skill into their practice with theory and demonstration, and practice within the training, 25% will transfer a new skill into their practice with theory and demonstration, and practice within the training, and feedback, 90% will transfer a new skill into their practice with theory and demonstration, and practice within the training, feedback, and coaching (Dr. Bruce Joyce, "Staff Development Awareness Conference," Columbia, SC, January 1987)."

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 2	Implement peer coaching program.
Key steps	<ol style="list-style-type: none"> 1. Foster strong staff relationships during year one. 2. Help staff members identify professional goals and match with peers that excel in those areas during years 2 and 3. 3. Provide additional pay for staff to reflect with each other on their professional goals.
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principals, Teachers
Monitor and evaluate	Quarterly feedback forms.
Cost for three years	\$202,565

I. IDENTIFIED NEED: Everett Elementary School has failed to meet Adequate Yearly Progress for the last four years. Staff reports need for positive leadership in the building.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: “Teams, too, are dynamical systems affected by the ratio of positive to negative communication within their interactions and the ratio of inquiry into the ideas of others to advocacy for personal positions (Danner, Snodon, & Friesen, 2001).” This research supports the implementation of the Adaptive Schools framework as it fosters an atmosphere of positive staff engagement.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 1 d	Implement Adaptive Schools framework.

Key steps	<ol style="list-style-type: none"> 1. Set up four trainings on Saturdays with pay as incentive for staff. 2. Practice Adaptive Schools norms during PLC's and staff meetings. 3. Transition these skills to their classroom.
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, Teachers, Adaptive Schools Trainer
Monitor and evaluate	School climate surveys measuring staff morale will be distributed.
Cost for three years	\$128,947

I. IDENTIFIED NEED: Everett Elementary School has failed to meet Adequate Yearly Progress for the last four years. Ongoing professional development in the areas of learning and instruction are imperative for Everett staff to continue the growth patterns.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED ACTIVITY/STRATEGY: Differentiating instruction is a not a single strategy or practice but rather an approach that utilizes research-based instructional and organizational practices to accommodate student differences in the classroom. Teachers can differentiate instructional content process, product, and or learning environment based on student readiness, interest, and/or learning profiles (Tomlinson, 2001)

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity 2	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	6-30-2010

date	
Person(s) responsible	Principal, staff, parents, SECC
Monitor and evaluate	Teacher appraisal process
Cost for three years	\$117,593

I. IDENTIFIED NEED: Everett Elementary School has failed to meet Adequate Yearly Progress for the last four years. The tendency to focus on student deficits will be replaced by a strength-based (or asset-based approach).

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: Since its creation in 1990, Search Institute’s framework of the 40 Developmental Assets has become the most widely used approach to positive youth development in the United States. Grounded in extensive research in youth development, resiliency, and prevention, the Developmental Assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive (Search Institute, 2003). When utilized as a framework for positive youth development, the evidence-based program can decrease the likelihood that a young person will make unhealthy choices.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 3	Utilize GALLUP Student Strength Finder to identify and foster student strengths.
Key steps	<ol style="list-style-type: none"> 1. Introduction of GALLUP domains of hope, wellbeing, and engagement; and correlation with the 40 Developmental Assets using the Family Camp approach. 2. Take StrengthFinder survey 3. Facilitator will assist families in interpretation of results. 4. All staff will receive GALLUP training. 5. Para educator will be assigned to building assets.
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, Teachers, GALLUP facilitator, Para Mentor

Monitor and evaluate	Monitor growth through pre and post survey instruments.
Cost for three years	\$139,746

I. IDENTIFIED NEED: Everett Elementary School has failed to meet Adequate Yearly Progress for the last four years. Due to the high mobility rate at Everett Elementary School (26%), a stronger transition plan is needed to preserve academic progress and plan for future academic success at Everett.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: Research supports the implementation of transition programs and suggests that these interventions are linked to positive student outcomes such as higher student engagement and lower dropout rates (NHSC, 2007). Everett hopes to mitigate the impact of mobility on student achievement.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 3	Implement transition plan for mobile students at Everett.
Key steps	<ol style="list-style-type: none"> 1. Mobility committee will develop a mobility form for accurate record keeping. 2. Develop plan for welcome and exit plan student for students coming and going from Everett.
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, Teachers
Monitor and evaluate	Monitor growth through pre and post survey instruments. Look at achievement correlated with mobility.
Cost for three years	\$8,745

I. IDENTIFIED NEED: Staff survey indicated the need for extra support with homework, reading and math through the afterschool Community Learning Center (CLC). Previous CLC interventions have shown students that participated in the extended learning met or exceeded district standards. Extending this opportunity to more students is essential.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: Studies show that well designed before and afterschool programs produce multiple benefits to youth's personal, social, and emotional life. Durlak, J.A. and Weissberg (2007) found youth who participate in afterschool programs improve in key areas that foster success in school including social and emotional development and avoidance of risky behaviors. Research conducted in 2003 by Search Institute, found students from all racial/ethnic backgrounds with high level of assets (31-40) are five to 12 times as likely to be successful in school. Low-income students who experience more assets also do better in school. CLC programs are designed to promote assets among young people.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity 3A	Extended Learning Math and Reading interventions
Key steps	<ol style="list-style-type: none"> 1. Identify staff to monitor math, reading and homework interventions afterschool & summer programming. 2. Professional learning communities identify students for afterschool & summer programs. 3. Classroom teachers supply homework assignments for programming 4. Continued instruction during end of quarter assessment 5. Hire Media Para for improved media services
Start Date	8-11-2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, staff, Media Para, CLC staff
Monitor and evaluate	Weekly monitoring of homework completion, report card data
Cost for three years	\$201,203



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

SCHOOL DISTRICT: LINCOLN PUBLIC SCHOOLS
SCHOOL BUILDING: EVERETT 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%	88.68%
<u>English Language Learners Percentage</u>	6.31%	7.73%	44.78%
<u>School Mobility Rate</u>	12.02%	15.45%	25.59%
<u>Enrollment</u>	292,030	34,057	539

Percentage of Students Meeting Standards - Reading

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	80.52%	76.92%	73.24%
<u>Special Education Students</u>	37.50%	50.00%	38.89%
<u>English Language Learners</u>	71.43%	65.38%	66.67%
Gender			
<u>Male</u>	73.53%	68.29%	78.13%
<u>Female</u>	86.05%	86.49%	69.23%
Race / Ethnicity			
<u>American Indian / Alaska Native</u>	*	▲	*
<u>Asian or Pacific Islander</u>	*	*	*
<u>White, Not Hispanic</u>	86.96%	81.48%	80.77%
<u>Black, Not Hispanic</u>	91.67%	85.00%	69.23%
<u>Hispanic</u>	71.05%	66.67%	75.00%
<u>Free / Reduced Priced Meals</u>	76.56%	73.53%	70.00%
<u>Migrants</u>	*	*	▲

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	73.08%	91.03%	62.50%
<u>Special Education Students</u>	43.75%	83.33%	16.67%
<u>English Language Learners</u>	63.89%	92.31%	50.00%
Gender			
<u>Male</u>	70.59%	87.80%	65.63%
<u>Female</u>	75.00%	94.59%	60.00%
Race / Ethnicity			
<u>American Indian / Alaska Native</u>	*	▲	*
<u>Asian or Pacific Islander</u>	*	*	*
<u>White, Not Hispanic</u>	82.61%	88.89%	73.08%
<u>Black, Not Hispanic</u>	83.33%	90.00%	61.54%
<u>Hispanic</u>	61.54%	92.59%	60.00%
<u>Free / Reduced Priced Meals</u>	67.69%	89.71%	57.38%
<u>Migrants</u>	*	*	▲

Percentage of Students Meeting Standards - Science

Grades	02	03	04	05
<u>All Students (including ELL and Special Education)</u>	88.31%	63.01%	65.79%	82.35%
<u>Special Education Students</u>	66.67%	25.00%	*	*
<u>English Language Learners</u>	75.68%	60.00%	60.00%	*
Gender				
<u>Male</u>	89.58%	45.16%	53.85%	90.91%
<u>Female</u>	86.21%	76.19%	78.38%	75.86%
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	▲	*	▲	*
<u>Asian or Pacific Islander</u>	*	*	*	*
<u>White, Not Hispanic</u>	94.74%	62.50%	68.00%	90.48%
<u>Black, Not Hispanic</u>	91.30%	66.67%	57.14%	80.00%
<u>Hispanic</u>	83.87%	57.58%	69.23%	75.00%

Free / Reduced Priced Meals	87.32%	58.33%	62.12%	80.49%
Migrants	▲	*	*	▲

Percentage of Students Meeting Standards - Writing

	04
All Students (including ELL and Special Education)	94.81%
Special Education Students	72.73%
English Language Learners	96.30%
Gender	
Male	92.31%
Female	97.37%
Race / Ethnicity	
American Indian / Alaska Native	N / A
Asian or Pacific Islander	*
White, Not Hispanic	88.00%
Black, Not Hispanic	95.24%
Hispanic	100.00%
Free / Reduced Priced Meals	93.94%
Migrants	*

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

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

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

Student Performance Decision used for AYP

AYP	Elementary	
Reading		
<u>All students</u>	MET	
<u>American Indian/Alaska Native</u>	*	
<u>Asian or Pacific Islander</u>	~	
<u>White, Not Hispanic</u>	MET	
<u>Black, Not Hispanic</u>	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>	~	
<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>	NOT 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.

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



2007-2008 State of the Schools Report
A Report on Nebraska Public Schools
SCHOOL DISTRICT: LINCOLN PUBLIC SCHOOLS
SCHOOL BUILDING: EVERETT 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%	84.98%
<u>English Language Learners Percentage</u>	6.47%	9.16%	41.28%
<u>Mobility Percentage</u>	12.38%	15.54%	32.34%
<u>Enrollment</u>	290,767	33,464	436

Percentage of Students Meeting Standards - Reading

Grades	03	04	05	06
<u>All Students (including ELL and Special Education)</u>	75.38%	75.00%	83.87%	N / A
<u>Special Education Students</u>	*	42.86%	*	N / A
<u>English Language Learners</u>	71.43%	60.00%	73.91%	N / A
Gender				
<u>Male</u>	70.97%	83.33%	76.47%	N / A
<u>Female</u>	79.41%	68.42%	92.86%	N / A
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	*	*	N / A
<u>Asian or Pacific Islander</u>	*	*	*	N / A
<u>White, Not Hispanic</u>	85.71%	95.65%	95.24%	N / A
<u>Black, Not Hispanic</u>	78.57%	69.23%	81.25%	N / A
<u>Hispanic</u>	69.23%	66.67%	71.43%	N / A
<u>Free / Reduced Priced Meals</u>	71.15%	71.19%	81.48%	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>	88.89%	81.82%	85.48%	N / A
<u>Special Education Students</u>	*	42.86%	*	N / A
<u>English Language Learners</u>	88.46%	82.61%	73.91%	N / A
Gender				
<u>Male</u>	83.33%	86.67%	82.35%	N / A
<u>Female</u>	93.94%	77.78%	89.29%	N / A
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	*	*	N / A
<u>Asian or Pacific Islander</u>	*	*	*	N / A
<u>White, Not Hispanic</u>	90.48%	91.30%	95.24%	N / A
<u>Black, Not Hispanic</u>	85.71%	76.92%	87.50%	N / A
<u>Hispanic</u>	91.67%	78.26%	71.43%	N / A
<u>Free / Reduced Priced Meals</u>	86.00%	78.95%	83.33%	N / A
<u>Migrants</u>	*	▲	▲	N / A

Percentage of Students Meeting Standards - Science

Grades	02	03	04	05	06
<u>All Students (including ELL and Special Education)</u>	92.21%	82.54%	76.19%	75.41%	N / A
<u>Special Education Students</u>	69.23%	*	50.00%	*	N / A
<u>English Language Learners</u>	87.88%	80.77%	76.19%	63.64%	N / A
Gender					
<u>Male</u>	94.59%	70.00%	82.76%	69.70%	N / A
<u>Female</u>	90.00%	93.94%	70.59%	82.14%	N / A
Race / Ethnicity					
<u>American Indian / Alaska Native</u>	*	*	*	*	N / A
<u>Asian or Pacific Islander</u>	*	*	*	*	N / A
<u>White, Not Hispanic</u>	96.55%	80.95%	91.30%	90.48%	N / A

<u>Black, Not Hispanic</u>	*	78.57%	61.54%	68.75%	N / A
<u>Hispanic</u>	88.89%	83.33%	66.67%	60.00%	N / A
<u>Free / Reduced Priced Meals</u>	90.77%	82.00%	74.07%	71.70%	N / A
<u>Migrants</u>	*	*	▲	▲	N / A

Percentage of Students Meeting Standards - Writing

	04
<u>All Students (including ELL and Special Education)</u>	89.23%
<u>Special Education Students</u>	66.67%
<u>English Language Learners</u>	90.48%
Gender	
<u>Male</u>	82.76%
<u>Female</u>	94.44%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	*
<u>White, Not Hispanic</u>	95.65%
<u>Black, Not Hispanic</u>	100.00%
<u>Hispanic</u>	90.91%
<u>Free / Reduced Priced Meals</u>	87.04%
<u>Migrants</u>	N / A

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

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

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

Student Performance Decision used for AYP

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



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



President:

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

www.foundationforlps.org

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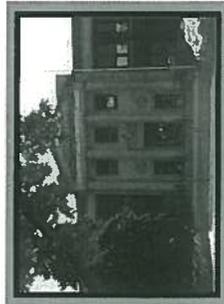
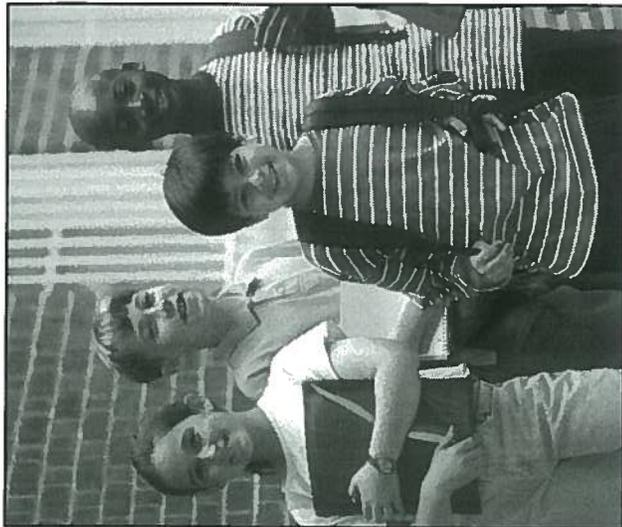


LINCOLN EDUCATION ASSOCIATION

Everett

ELEMENTARY SCHOOL

Profile



Principal: Jodi Miller
1123 C Street
Lincoln, NE 68502
402-436-1159 • Fax: 402-436-1468
<http://everett.lps.org>

Students

- 526 Students, grades PreK-5
- Average student class size: 20
- 78% Minority Students
- 41% English Language Learners
- 1% Gifted
- 13% Special Education
- ◇ Specific Learning Disability
- ◇ Behavioral Disorder
- ◇ Mental Handicap
- ◇ Speech-Language Impairment
- ◇ Orthopedic Impairment
- 26% mobility rate
- 90% eligible for free/reduced meals
- 95% average daily attendance rate

Staff

- 52 teachers: 80 total staff
- art, music, physical education, computer and reading
- Library Media Specialist

Technology

- 1 computer lab
- 100% classrooms with computer(s)
- Several mobile laptop labs

Special Programs

- Differentiated Curriculum
- Reading Recovery
- Literacy and Math Interventions
- Foster Grandparents Program
- America Reads Tutors
- Junior Achievement
- TeamMates
- English Language Learners
- Character Counts
- B.I.S.T. (Behavior Intervention Support Team)
- E*CITE Preschool
- Food Bank-BackPack Program
- Toyota Family Literacy Program

Community Learning Center-

- Cub Scouts
- Chorus
- Minds and Design Art Club
- SMART Girls Club
- 4H
- Science Investigators Club
- Moving With Math
- Chess Club
- Geocaching Club

School Day

- 8:15 a.m.-2:53 p.m.
- Breakfast Program 7:50-8:10 a.m.
- Office 7:15 a.m.-4:00 p.m.

VIP Partners

- First German Congregational Church
- Lincoln Center Sertoma
- Open Harvest Natural Foods Grocery
- Runza (S. 13th)
- United States Postal Service "Wee Deliver"
- Noodles & Co. (Pine Lake Road)
- Indigo Bridge Bookstore

What's unique about

Everett?

- Built in 1928 as a Middle School
- Remodeled in 1991 as an Elementary School
- National Schoolwide Title I School
- 7 Languages spoken at Everett

Family and Parent

Engagement

- PTA
- Parent Education Meetings
- Bridging Families with Books
- CLC Family Night
- School Neighborhood Advisory Council (SNAC)
- Curriculum Nights

*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: Everett Elementary School

Names of Team Member(s):

Jadi Miller, Principal, Kathy Kubik, Assistant Principal, Sy Settell, Instructional Coordinator, Kathy Anderson, Grade 1, Linda Cozad, Special Education, Rita Ehly, Kindergarten, Sarah Eno, Reading Intervention, Patrick Fielder, Grade 5, Lynn Fuller, Kindergarten/ Data Coach, Gail Hayes, Reading Recovery/Reading Intervention, Michelle Kroeker, Grade 4, Christine Martin, ELL Team Leader, Jen Marvin, Special Education, Mykel Salazar, Grade 3, Karen Shelton, Music, Michael Wylie, Computer

A. Identify the School Improvement Goal(s)

All students will improve reading comprehension across grade levels.

All students will improve their math computation skills across all grade levels.

B. Introductory Comments

Everett School is a beautiful facility that is warm and welcoming. Teachers have created inviting atmospheres for students and their families at each classroom with window displays, table displays, comfortable seating and celebrations of students and their work (students' pictures/goals, artwork, etc.). The school also has murals and posters throughout the building that celebrate diversity and set the stage for expectations that create a safe learning environment. Community partnerships and volunteers support the learning environment at Everett and help foster what the staff has already created as a warm, inviting, caring setting for students and their families.

C. Successes, Strengths, and/or Accomplishments

There is a clear passion for children at Everett! (This really does say it all!!) =>

Everett staff members are clear as to the challenges they face with their population. They do not use their demographics as an excuse, rather they recognize the challenge and impressive progress they

have made with each student population. They realize there is still a way to go for all students to be proficient, but there is reason to celebrate the progress!

The Everett staff has clearly embraced the concepts and power of Professional Learning Communities, formative assessment, and collaboration. They seem eager to share ideas and seek professional growth opportunities in and out of the district that can be brought back to their teams and classrooms.

It is apparent that Everett is more than a school. The Food Bank backpack program, Park and Rec sponsored Community Learning Center and other programs make Everett a resource center for families within their community. It is impressive to see so many Everett staff members participate and support activities outside of the school day.

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

Continue the efforts to reach students and their families outside of the school day. You have strong summer programs in place that support learning in addition to the before/after school activities promoted through the CLC, and evening parent activities such as Curriculum night. The family activities are definitely valuable. Any efforts to increase parental understanding of instructional interventions and overall schooling support are worth the time energy. Are there adult learning opportunities available that would improve parents' skills at working with their children outside of school to support school interventions? With parents working odd shifts, are there ways to increase learning opportunities for them during the school day in addition to evening hours?

What can the staff identify as reasons for the success and impressive growth you've had in your statewide writing assessment growth? Are there strategies or activities you did with writing that you might be able to replicate with your reading and math computation goals? Definitely keep up the efforts with writing!

Create a template to communicate students' progress vertically from year to year as students transition to the next grade. Communication between grade levels and specials within the year takes place at staff meetings, but what are plans to transfer classroom data that's not currently in the district data warehouse to the following year's teachers?

Create a systematic process to track interventions and strategies used for students not meeting AYP or SMART goals. Make this information available to teachers, administrators, and CLC partners to maximize learning opportunities.

Celebrate! You've been working really hard and the results show!

Additional Comments

It was very easy to see the pride students, staff, and community take in their school during this visit! There are a lot of very valuable activities taking place to reach all children, from pre-school programs to Montessori, to bi-lingual learning opportunities. The dedication to such a wide variety of programs that serve so many students and their families is definitely impressive and should be commended! Keep up the worthwhile work!

Lincoln Public School District Implementation Audit™

For Everett Elementary School

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

November, 2009

**The
Leadership
and Learning
Center™**

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1.0 Executive Summary

Built as a middle school in 1928 and beautifully remodeled as an elementary school in 1991, Everett Elementary serves nearly 450 students. Everett's diverse population includes a high percentage of English language learners, and 87% of Everett students are eligible for free or reduced priced meals.

In spite of these factors, Everett's academic results are impressive. Equally impressive is the parent involvement at Everett, with large attendance at frequent parent education events.

The strong levels of academic achievement at Everett Elementary are due to many factors—a committed and highly trained staff, involved parents and strong leadership, to name a few. The high level of implementation of district directed, researched based initiatives is a critical component of student success at Everett Elementary.

1.1 Purpose of the Study

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

1.2 Methodology

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

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

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

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

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

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

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

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

OR

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

1.3 Findings

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

2.0 Implementation Initiative Inventory

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

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

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

2.1 Lincoln Public Schools Priority Initiatives

Focus Initiatives & Description of Purpose

2.1.1 Raising the Achievement of Underperforming Students/Pyramid of Interventions

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

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

2.1.2 Professional Learning Communities

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

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

2.1.3 School Improvement

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

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

2.1.4 Grading Reporting and Assessment Literacy

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

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

2.1.5 Reading Recovery

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

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

2.1.6 Continuous Curriculum Improvement Process

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

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

2.1.7 Multicultural Education

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

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

2.1.8 Positive Behavior Support

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

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

2.1.9 Flexible Professional Development

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

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

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

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

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The Leadership and Learning Center.

Lincoln Public Schools

11.16.09

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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 Everett Elementary School in its “bridge” journey as the school strives to implement the instructional and leadership practices associated with Lincoln Public Schools’ nine priority initiatives.

3.1 School-Wide Range of Implementation

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

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

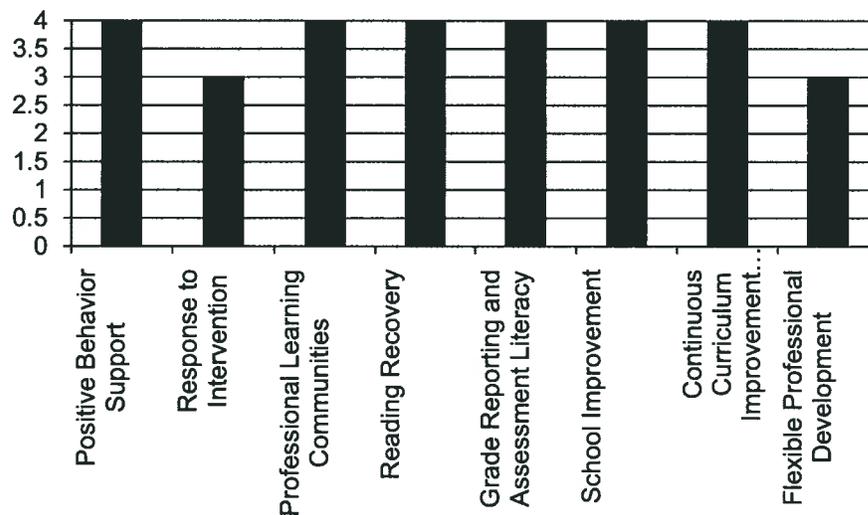


Exhibit 3.1 Range of Implementation at Everett Elementary School

3.1.1 School-Wide Range of Implementation for Response to Intervention

Response to Intervention at Everett Elementary scores at the proficient level on the implementation rubric. The success of the program is shown by the decrease in special education referrals. The need for streamlining and for increased collaboration were identified by some of the Everett teachers, and additional challenges include groups that are quite academically mixed and a high percentage of ELL students who also require assistance through the RtI model. Another level of intervention that may be connected to the pyramid of interventions at Everett is the parent education and involvement program. Parents are invited to (and attend in impressive numbers) educational programs that focus on academics and wellness for their children.

3.1.2 School-Wide Range of Implementation for Professional Learning Communities

Professional Learning Communities are functioning at an exemplary level at Everett Elementary. The Literacy Coach at the building has completed backward mapping from needs identified in the CRT at Everett, and PLC teams work hard to meet once per week for reading and math discussions. The teams celebrate successes and work together to address challenges. Students chart their own progress and are taking ownership of their own learning by setting goals. Team feedback sheets with thoughtful questions encourage and require teachers to reflect on their formative assessments and PLC work.

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

The School Improvement Process at Everett is solidly connected to professional learning communities. The PLCs are looking at student data that supports the school improvement goals and are monitoring those goals via assessments, common planning, and examining practice. The PLC feedback forms are an important tool for monitoring progress toward school improvement goals, needs for resources such as professional development, and areas of strength at Everett. Teachers are asked to reflect on the next year as well as the current one.

3.1.4 School-Wide Range of Implementation for Grade Reporting

The reporting of student summative grades at Everett Elementary is exemplary. The reporting form is easy to read and understand and attitudes, dispositions and attendance are reported separately from academics. Detailed rubrics allow teachers to increase their consistency in the assignment of grades, especially at the team level. Formative assessment is a part of the assessment cycle at Everett, which certainly contributes to more informed assignment of grades, especially in conjunction with the district rubrics.

3.1.5 School-Wide Range of Implementation for Reading Recovery

Reading Recovery is staffed by two trained teachers who provide literacy support during the other portion of their day. This literacy support is seen as extremely valuable to students by other staff members. Reading Recovery scores at the exemplary level at Everett. Classroom teachers find the resource of Reading Recovery trained teachers in their classrooms of huge value.

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

The level of well-planned curriculum adoption and implementation is illustrated by the reported smooth transition to the new writing curriculum. Levels of field testing, piloting, and support are high, and staff members feel confident in their ability to implement the new program. Continuous Curriculum Improvement is at the exemplary level. Teachers are thankful for the pacing of the training (quarterly) and for the opportunity to give input. Ongoing support is provided as the implementation rolls out. Everett teachers use the clear curriculum objectives to help set goals for their professional learning discussions.

3.1.7 School-Wide Range of Implementation for Positive Behavior Support

PBIS at Everett Elementary school scores at the exemplary level. Everett staff use the BIST model to manage student behavior and to teach students to self-monitor and problem solve. Staff members partner with students and ask “how can I help you?” and build life skills. The common language of BIST helps create a calm and supportive climate at Everett.

3.1.8 School-Wide Range of Implementation for Flexible Professional Development

Flexible Professional Development at Everett is implemented at the proficient level. Although the professional development is not as flexible currently as it has been in the past, teachers understand that this is due to the implementation of the new writing curriculum and the corresponding training. Staff members are happy with the wide array of professional development choices but would like the opportunity to earn other means of credit (stipends, credits) when they exceed the flex requirements.

4.0 Relationship Between Initiative Inventory and Student Achievement

Everett Elementary School

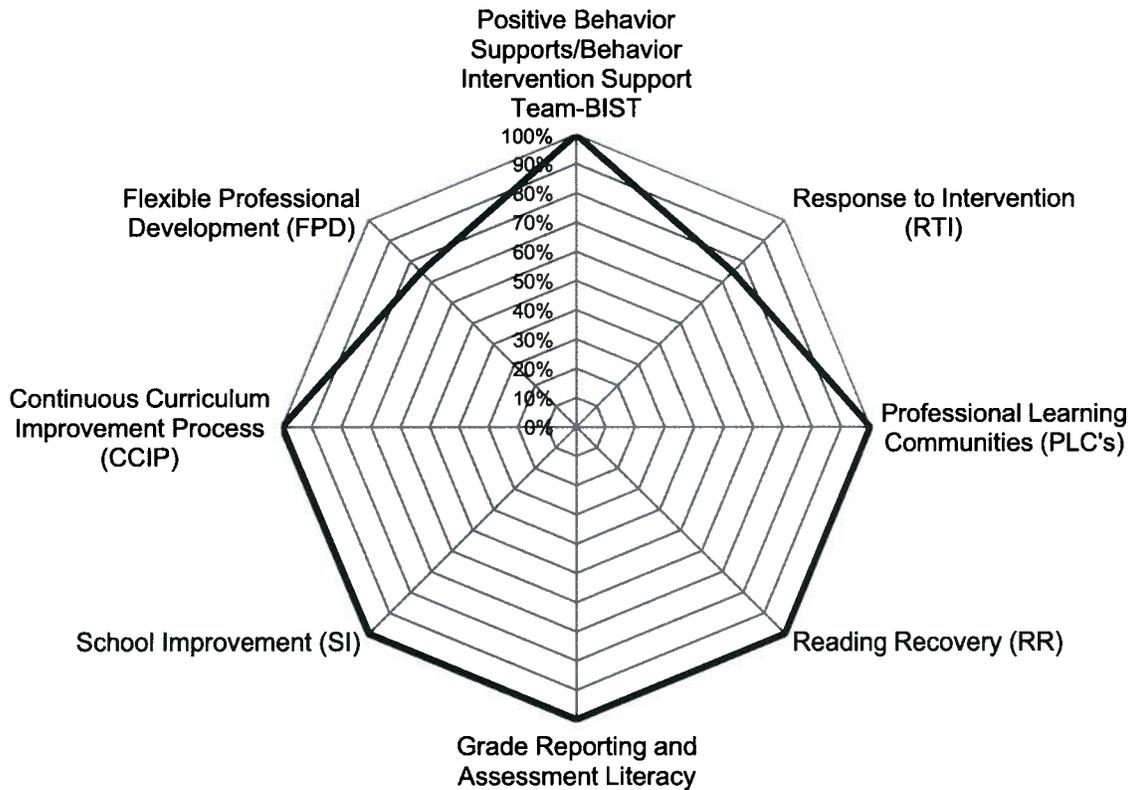


Exhibit 4.1 Lincoln Public Schools Initiatives at Everett Elementary School

Everett Elementary School

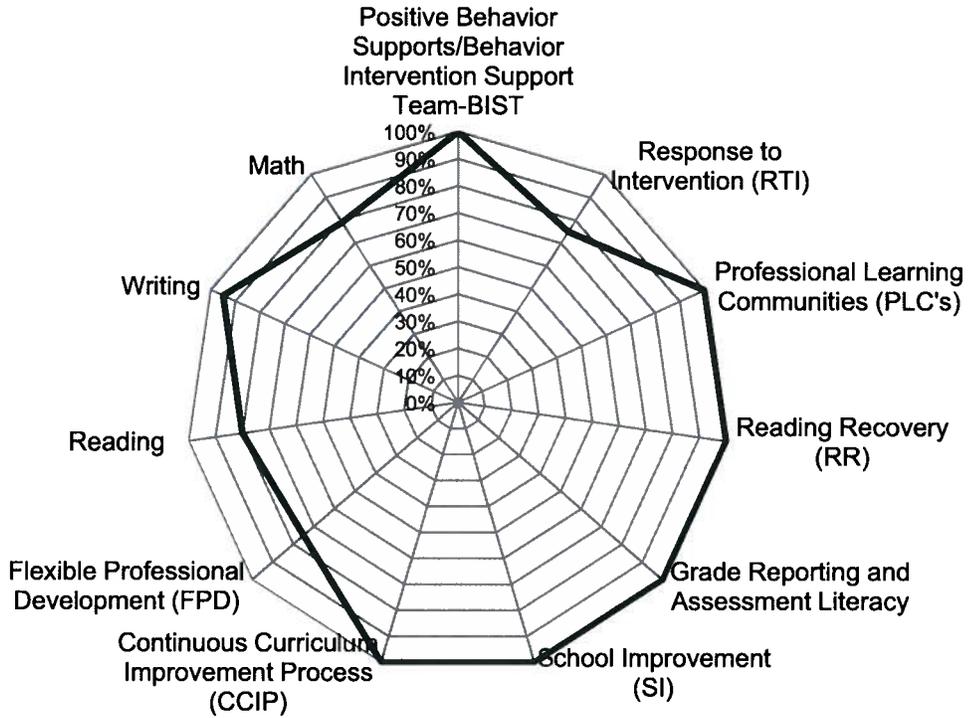


Exhibit 4.2 Triangulation of Composite Achievement Results with Lincoln Public Schools Initiatives at Everett Elementary School

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

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

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

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

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

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

Each spoke of the “wagon wheel” shown in Exhibit 4.2 depicts performance at Everett Elementary, with the optimum performance found on the perimeter of the wheel by spoke. All of the targeted initiatives were met at Everett at the proficient to exemplary level. The levels of proficiency, particularly high in writing, point to strong implementation and clear focus. Additional documents shared at the Everett site visit, such as the “PLC Team Feedback” forms, show a strong commitment to collaboration, focused sharing and discussion of data, and how it relates to teaching practice. As the Everett team continues the high level of implementation of these important initiatives, the student achievement results will only continue to improve.

As the Everett Elementary team implements this year’s school improvement plan, the team has an excellent opportunity to gather additional data about the effectiveness of the formative assessment system in place so that it may be expanded. The examination of teaching practices and strategies will allow for replication of best practice not only in grade-level teams, but also through vertical articulation. This analysis could certainly be extended to programs such as Response to Intervention and BIST to identify and replicate exemplary practices.

5.0 Recommendations

Emerging patterns from this Implementation Audit™ study closely align to the research detailed *Reframing Teacher Leadership* (Reeves, 2004). Without 90% implementation of any given initiative, we do not see the hoped for/expected positive impact on student achievement (envisioned in the original planning of bringing the initiative into their teaching-learning community). Often, an initiative is launched with enthusiasm and earnest intentions but the necessary follow through of focus is often forgotten. Keep the successful initiatives at the forefront in order to build on successful practice.

5.1 School-Specific Implementation Recommendations

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

Response to Intervention

Revise scheduling and revisit staffing to minimize groups that include widely disparate levels of need. Examine services for ELL students—are they best placed with non-ELL students who need intensive help with reading? Is more teaming needed if resources become available?

Continuous Curriculum Improvement Process

As staff roll out new programs, processes and curriculum, make sure that all staff (including those who service students learning English as a second language and those who service students with special needs) receive the same level of training. This will improve the level of implementation and also foster increased collaboration.

Flexible Professional Development

Insure that ELL teachers are also trained in the new writing program, as they will be instrumental in the implementation with their students and in Rtl groups.

Professional Learning Communities

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

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

These additional process steps may strengthen the PLC reflections that are already in place through the Everett PLC Team Feedback Form.

6.0 References

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