

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

SARATOGA 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 – Saratoga 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

SARATOGA 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	60.0%
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	09-10: 94.82% K- 92.69% 1- 94.87% 2- 95.41% 3- 94.80% 4- 95.00% 5- 95.74%
8) Discipline incidents (suspensions, expulsions as reported to NDE)	Duplicated Count of number of suspensions: 16 unduplicated count: 7 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	Not collected at this time.

Metric, districts do not need to report baseline data at this time)	
---	--

(a) Student Achievement and Leading Indicators:

Identified areas of need in student achievement:

Reading and Math achievement
Intervention strategies through RTI
Extended learning time
Parent engagement
Behavior of students

Data examined for identification of needs:

Elementary report card data (including general education and ELL report cards)
Performance by grade 3-4-5 students on district CRTs
Behavioral referrals

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. Implementation of an intervention model for small group learning
- c. Extended learning time for math and reading in afterschool intervention program and summer school
- d. Professional development for differentiated instruction and behavior.
- e. Implement a full Family Literacy model.

Saratoga 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 Saratoga 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:

Saratoga Elementary currently provides the following:

- Reading Recovery
- Reading and math Interventions
- Junior Achievement
- AmericaReads tutors
- Saratoga Exploration through Afterschool Learning (S.E.A.L. Club)
- TeamMates

- Foster Grandparents Program
- One Book One Family
- Early Childhood preschool (ExCITE)
- Community Learning Centers
- Extracurricular Clubs
- Service learning
- Literacy and Math Family Nights
- Southeast Community College GED and ABE classes
- Food Bank—Week-end Food Backpack program
- PIRC
- WIC
- Clinic with a Heart

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

Identified areas of need:

- Reading and Math achievement
- Intervention strategies through RTI
- Extended learning time
- Parent engagement
- Behavior 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

Saratoga 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
Implementation of a common behavioral plan

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 Saratoga 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 Saratoga 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 Saratoga 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 Saratoga staff.

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

SARATOGA 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, 54 K-5th grade students (26%) are receiving below grade level in the area of Number Sense. 100 K-5th grade students (49%) are below grade level in the area of reading. Staff were surveyed and additional staff and support was ranked as the highest 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).

III.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 1 d	Implement coaching model. (2 FTE)
Key steps	1. Coaches helping teachers to identify strategies in improving vocabulary and fluency. 2. Working with the schedule to ensure students are receiving differentiated instruction.
Start Date	8-11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, K – 5 teachers, Professional Development Coach, Instructional Coach
Monitor and evaluate	Grade K-5 th grade PLC Common Formative Assessment Results in

	Reading and Math. Quarterly Report Card data
Cost for three years	2 coaches, \$486,120

I. **IDENTIFIED NEED:** February 2009, External team visit report recommends the need for Professional Learning teams to develop a process to identify interventions to meet the learning needs of all students. Using the data process, Saratoga will implement a Response to Intervention model.

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

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

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity: 2 b	Implement Interventionist model for small group learning
Key steps	1. Identify student needs through PLC. 2. Identify staff skills to meet student needs for extended learning opportunities. 3. Select research based intervention strategy to meet student need, collect baseline data, implement instruction, collect data, and readjust for student growth.
Start Date	8-11-2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, classroom teachers, instructional and staff development coaches, district curriculum specialist
Monitor and evaluate	Common assessments in reading and math, DIBELS, Quarterly Report Card DATA
Cost for three years	6 teachers for 2 hours each week (plan time), \$125,160

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 Math and Reading afterschool interventions
Key steps	1. Identify staff to monitor math, reading and homework interventions. 2. Professional learning communities identify students for afterschool programs. 3. Classroom teachers supply homework assignments to CLC staff 4. CLC monitor attendance
Start Date	8-11-2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, staff, CLC coordinator, Lead teacher, tutors and paraeducators
Monitor and evaluate	Weekly monitoring of homework completion, report card data, attendance data
Cost for three years	\$71,384

I. IDENTIFIED NEED: It was determined through report card data that there is significant loss over the summer months. Data showed that 22% Kindergarten – 2nd grade students scored below grade level in number sense and 21% scored below grade level in computation. In Reading, 27% of the students scored a 1 or 2 in Comprehension skills, 29% in Vocabulary and 23% in Decoding Skills.

II. RESEARCH AND BEST PRACTICES TO SUPPORT IDENTIFIED

ACTIVITY/STRATEGY: Research suggests that low-income students experience significant learning loss over the summer months, compared with children from higher income families who have access to travel, camps, and other enrichment activities. Summer programs help engage students in unique ways.....schools have reported increased academic achievement among their predominantly minority and urban students using a lengthened school year and a mandatory 3-4 week school session (Pennington, 2006)

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity – 3A	Implement Academic Summer School Programming
Key steps	1. Schedule Summer school for 2 weeks at the end of June and then 2 weeks at the end of July to minimize loss of learning. 2. Identify staff to teach the summer school program. 3. Identify essential grade level skills. 4. Identify students based on report card data. 5. Analyze 2010 summer school data to determine adjustments in the program for the 2011 summer school program.
Start Date	8 -11-2010
Full implementation date	6-30-2013
Person(s) responsible	Principal, staff, paraeducators
Monitor and evaluate	1. Students will be pretested the 1st day of summer school on essential skills, those results will be compared to the end of the school year results. 2. Students will be assessed again, after two weeks, pretested the 1st day of the 2nd two weeks and posted at the end of summer school. 3. Those results will be compared to the next year's beginning assessments to determine loss of learning.
Cost for three years	\$32,789

I. IDENTIFIED NEED: Based on BIST data, Saratoga finds a need for more consultant time with a BIST consultant. During the 2009-10 school year we had 612 reactive visits to the Recovery room. There were 18 students that were frequently sent on a weekly basis. We also recorded 179 Buddy room placements, which shows us that teachers were by passing the Buddy Room and sending the students straight to Recovery room. On a positive note, only 5 students were suspended for a total of 11 days through out the year.

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 Behavioral Implementation Plan.
Key steps	<ol style="list-style-type: none"> 1. Contract BIST Consultant 2. Within the 1st month of school identify students who need to be placed on protective plans. 3. Set up a monthly schedule for grade level teams to meet with the BIST consultant and an administrator to review plans and help teachers follow BIST procedures. 4. Create a simple form to collect data to be analyzed at the end of the year. 5. Establish that we are a BIST school with the staff.
Start Date	8-11-2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, Asst. Principal, BIST Consultant, Saratoga Staff
Monitor and evaluate	<ol style="list-style-type: none"> 1. Weekly collection of BIST data from classroom teachers. 2. Schedule of meetings with grade level teams and consultant. 3. Report card data on Social Skills.
Cost for three years	\$22,500

○

I. **IDENTIFIED NEED:** As a TITLE I accountability school, Parent Engagement is imperative. Saratoga staff has identified Parent Engagement as an ongoing need.

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

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

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity 3 b	Implement Family Literacy model

Key steps	Identify Family Lit. model, Identify family literacy staff needs, contract with SECC, hire staff, recruit families, implement program
Start Date	8/13/2010
Full implementation date	6-30-2010
Person(s) responsible	Principal, staff, parents, Southeast Community College, Community Learning Center Site Supervisor, Social Worker, Family Specialist
Monitor and evaluate	Adult learners pre-assessed and evaluated after 60 hours of instruction with TABE
Cost for three years	\$129,000

I. **IDENTIFIED NEED:** Ongoing professional development in the areas of learning and instruction are imperative for Saratoga 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	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	\$178,200

2007-2008 State of the Schools Report
A Report on Nebraska Public Schools
SCHOOL DISTRICT: LINCOLN PUBLIC SCHOOLS
SCHOOL BUILDING: SARATOGA 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%	76.26%
<u>English Language Learners Percentage</u>	6.47%	9.16%	4.35%
<u>Mobility Percentage</u>	12.38%	15.54%	27.54%
<u>Enrollment</u>	290,767	33,464	207

Percentage of Students Meeting Standards - Reading

Grades	03	04	05	06
<u>All Students (including ELL and Special Education)</u>	72.50%	67.86%	85.71%	N / A
<u>Special Education Students</u>	28.57%	*	63.64%	N / A
<u>English Language Learners</u>	*	*	▲	N / A
Gender				
<u>Male</u>	66.67%	52.94%	90.00%	N / A
<u>Female</u>	81.25%	90.91%	80.00%	N / A
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	*	*	N / A
<u>Asian or Pacific Islander</u>	▲	▲	*	N / A
<u>White, Not Hispanic</u>	62.96%	86.67%	80.95%	N / A
<u>Black, Not Hispanic</u>	*	*	*	N / A
<u>Hispanic</u>	*	*	*	N / A
<u>Free / Reduced Priced Meals</u>	71.88%	66.67%	79.17%	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>	72.50%	75.00%	82.86%	N / A
<u>Special Education Students</u>	42.86%	*	72.73%	N / A
<u>English Language Learners</u>	*	*	▲	N / A
Gender				
<u>Male</u>	70.83%	70.59%	85.00%	N / A
<u>Female</u>	75.00%	81.82%	80.00%	N / A
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	*	*	N / A
<u>Asian or Pacific Islander</u>	▲	▲	*	N / A
<u>White, Not Hispanic</u>	66.67%	73.33%	76.19%	N / A
<u>Black, Not Hispanic</u>	*	*	*	N / A
<u>Hispanic</u>	*	*	*	N / A
<u>Free / Reduced Priced Meals</u>	71.88%	76.19%	79.17%	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>	85.29%	76.92%	89.29%	88.57%	N / A
<u>Special Education Students</u>	76.92%	53.85%	*	63.64%	N / A
<u>English Language Learners</u>	*	*	*	▲	N / A
Gender					
<u>Male</u>	87.50%	82.61%	88.24%	85.00%	N / A
<u>Female</u>	83.33%	68.75%	90.91%	93.33%	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>	80.77%	73.08%	93.33%	80.95%	N / A

<u>Black, Not Hispanic</u>	*	*	*	*	N / A
<u>Hispanic</u>	*	*	*	*	N / A
<u>Free / Reduced Priced Meals</u>	88.00%	70.97%	90.48%	83.33%	N / A
<u>Migrants</u>	▲	▲	▲	*	N / A

Percentage of Students Meeting Standards - Writing

	04
<u>All Students (including ELL and Special Education)</u>	85.71%
<u>Special Education Students</u>	63.64%
<u>English Language Learners</u>	*
Gender	
<u>Male</u>	88.24%
<u>Female</u>	81.82%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	N / A
<u>White, Not Hispanic</u>	78.57%
<u>Black, Not Hispanic</u>	*
<u>Hispanic</u>	*
<u>Free / Reduced Priced Meals</u>	88.89%
<u>Migrants</u>	N / A

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

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

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

Student Performance Decision used for AYP

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

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

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





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

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

▶ School Profile

School Profile

2008 - 2009

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	38.35%	39.73%	81.53%
English Language Learners Percentage	6.31%	7.73%	2.60%
School Mobility Rate	12.02%	15.45%	23.44%
Enrollment	292,030	34,057	249

Percentage of Students Meeting Standards - Reading

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	94.87%	84.85%	92.31%
<u>Special Education Students</u>	87.50%	86.67%	83.33%
<u>English Language Learners</u>	*	*	*
Gender			
<u>Male</u>	89.47%	93.75%	87.50%
<u>Female</u>	100.00%	76.47%	100.00%
Race / Ethnicity			
<u>American Indian / Alaska Native</u>	*	*	*
<u>Asian or Pacific Islander</u>	*	▲	▲
<u>White, Not Hispanic</u>	92.86%	79.17%	100.00%
<u>Black, Not Hispanic</u>	*	*	*
<u>Hispanic</u>	*	*	*
<u>Free / Reduced Priced Meals</u>	93.33%	83.33%	90.00%
<u>Migrants</u>	▲	▲	▲

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05
<u>All Students (including ELL and Special Education)</u>	94.87%	81.82%	76.92%
<u>Special Education Students</u>	87.50%	80.00%	66.67%
<u>English Language Learners</u>	*	*	*
Gender			
<u>Male</u>	94.74%	81.25%	68.75%
<u>Female</u>	95.00%	82.35%	90.00%
Race / Ethnicity			
<u>American Indian / Alaska Native</u>	*	*	*
<u>Asian or Pacific Islander</u>	*	▲	▲
<u>White, Not Hispanic</u>	92.86%	79.17%	93.33%
<u>Black, Not Hispanic</u>	*	*	*
<u>Hispanic</u>	*	*	*
<u>Free / Reduced Priced Meals</u>	93.33%	79.17%	75.00%
<u>Migrants</u>	▲	▲	▲

Percentage of Students Meeting Standards - Science

Grades	02	03	04	05
<u>All Students (including ELL and Special Education)</u>	92.59%	94.44%	84.38%	84.62%
<u>Special Education Students</u>	84.62%	*	78.57%	66.67%
<u>English Language Learners</u>	*	*	*	*
Gender				
<u>Male</u>	90.91%	88.24%	86.67%	81.25%
<u>Female</u>	93.75%	100.00%	82.35%	90.00%
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	*	*	*	*
<u>Asian or Pacific Islander</u>	*	*	▲	▲
<u>White, Not Hispanic</u>	90.00%	100.00%	78.26%	86.67%
<u>Black, Not Hispanic</u>	*	*	*	*
<u>Hispanic</u>	*	*	*	*

<u>Free / Reduced Priced Meals</u>	90.91%	92.59%	82.61%	85.00%
<u>Migrants</u>	▲	▲	▲	▲

Percentage of Students Meeting Standards - Writing

	04
<u>All Students (including ELL and Special Education)</u>	90.32%
<u>Special Education Students</u>	85.71%
<u>English Language Learners</u>	*
Gender	
<u>Male</u>	93.75%
<u>Female</u>	86.67%
Race / Ethnicity	
<u>American Indian / Alaska Native</u>	*
<u>Asian or Pacific Islander</u>	N / A
<u>White, Not Hispanic</u>	90.91%
<u>Black, Not Hispanic</u>	*
<u>Hispanic</u>	*
<u>Free / Reduced Priced Meals</u>	95.24%
<u>Migrants</u>	N / A

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

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

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

Student Performance Decision used for AYP

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

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

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



Making Good Schools Great

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

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

How do we measure success?

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

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

Meeting Our Goals in a Changing Community

Our students reflect Lincoln's changing population:

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

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

How can the community help?

Be an advocate

- ◆ Volunteer in your schools. Read to kids, be a tutor, work in the library or share another skill.
- ◆ Get to know your neighborhood school. Attend school activities and ask how you can help.
- ◆ Support efforts to attract and keep quality teachers.

Be a donor

- ◆ Fund-a-Need or plan a gift today for tomorrow's children: www.FoundationForLPS.org.
- ◆ 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

FOUNDATION
LINCOLN PUBLIC SCHOOLS

LINCOLN BOARD OF EDUCATION

5901 O Street • Lincoln, NE 68510

An Equal Opportunity/Affirmative Action Employer



Saratoga ELEMENTARY SCHOOL

Profile



Principal: Kathy Fleming
2215 South 13th Street
Lincoln, NE 68502
402-436-1166 • Fax: 402-436-1506
<http://saratoga.lps.org>

Students

- 266 Students, grades K-5
- Average Student class size: 17
- 47% Minority Students
- 1% Gifted
- 28% Special Education
- ◇ Specific Learning Disability
- ◇ Behavioral Disorder
- ◇ Mental Handicap
- ◇ Speech-Language Impairment
- ◇ Orthopedic Impairment
- ◇ Autism
- ◇ Other Health Impaired
- ◇ Traumatic Brain Injury
- ◇ Early Childhood
- 21% Mobility rate
- 80% Eligible for free/reduced meals
- 94% Average daily attendance rate

Staff

- 29 teachers: 58 total staff
- Half time specialists in library/media
- Reading Recovery teacher
- Itinerant School Psychologist, School Social Worker, School Nurse, Instrumental Music Teacher
- Two "re-positioned" Family Behavioral Specialists from (Family Services)
- Fully Staffed Community Learning Center
- Half time Instructional Coach

Technology

- 1 computer lab
- 100% classrooms with computer(s)

Special Programs

- Differentiated Curriculum
- Reading Recovery
- Character Counts
- E-Cite Preschool(s)
- Junior Achievement
- America Reads/Tutor
- TeamMates
- S.E.A.L. Club (Saratoga Exploration thru Afterschool Learning)
- Grant Funded Pre-School
- Early Childhood Special Education
- Literacy Support Teacher
- After School Clubs
- Southwood Lutheran Church Backpack Program and Tutors

Community Learning Center-

- Lena Merrill Community Learning Center
- G.E.D. Program
- WIC
- Behavioral Health
- After School Programs for Children
- Summer programs for children
- One Book-One Family
- Weeks Off Programming
- Volunteer for Goods Program
- Service Learning for Children
- Parent Support and Education Coffees
- Clinic of the Heart

School Day

- 8:15 a.m.-2:53 p.m.
- Breakfast Program 7:45-8:00 a.m.
- Office 7:30 a.m.-4:00 p.m.

VIP Partners

- Family Service
- Junior Achievement
- Runza
- Optimist Club of Lincoln
- Irvingdale Neighborhood Association
- Southeast Community College-Lincoln
- Sowers Club of Lincoln, Inc.
- Square "D"
- Sun Mart
- Lincoln Southeast High
- Member of South St. Business Civic Assoc.

What's unique about Saratoga?

- Nebraska Title I Distinguished School
- United States Title I Distinguished School
- Built in 1892
- Dedicated staff to meeting the individual needs of our students and their families

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: Saratoga Elementary

Names of Team Member(s): Kevin Riggert and Kevin Eckhout

A. Identify the School Improvement Goal(s)

School wide goal: All students will improve their academic skills in order to close the achievement gap.

Goal 1: All students will improve problem solving and math skills across the curriculum by improving math computational skills.

Goal 2: All students will improve achievement in vocabulary across the curriculum.

Goal 3: All students will improve in math computation across the curriculum.

B. Introductory Comments

Saratoga Elementary is a Title 1 school wide project with a population representing diversity in learning styles and culture. Forty-two (42%) of their student population is represented by African American, Hispanic American, Native American, and Asian. Seventy-eight (78%) of their student population qualify for free and reduced lunch. Thirty-three (33%) qualify for special education. The mobility of the student population at Saratoga Elementary is 24% as compared to the Lincoln Public Schools average of 14%. The school provides a community connection for students, families and community businesses. The Lena Merrill Community Learning Center provides year round programs for families through educational, social, mental health, and recreational services. Programs at Saratoga include three ExCite programs, Kindergarten, and a Breakfast program. The staff truly believes that all students have abilities and are willing to go to whatever extent to help them become successful. It was obvious students come first and that their care and compassion was of utmost importance.

C. Successes, Strengths, and/or Accomplishments

1. The administrative leadership demonstrates and models a commitment to the care and wellbeing of each child. Staff also share this same commitment and focus their efforts on academic achievement

2. The implementation of BIST (Behavior Intervention Support Team) has resulted in a significant decrease in student suspensions. Seventy-two (72%) of the staff has gone through formal training.

3. Multiple support programs are in place to assist students and families including; Lena Merrill Community Learning Center, America Reads Tutors, Food Bank Backpack program, Math Steps, Soar to Success, PIRC (Parent Information Resource Center), Food Pantry, Therapy Dogs, Family Book program, and Watch Dog program.

4. Professional Learning Communities has resulted in an awareness of the need to monitor and adjust instruction to meet the needs of individual students.

5. Student motivation and incentive programs have been created to engage students in the learning process.

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

1. Continue to use data to help guide instruction to meet the needs of all students.

2. Continue to be proactive in addressing the special needs of children ie. mental health.

3. Continue your passion and commitment to student success.

4. Create a student information summary form to provide year to year data for transitioning students to grade levels and to help students monitor their progress.

E. Additional Comments:

Continue your passion and focus on what really matters in the lives of the students of Saratoga Elementary. Your hard work, dedication and continued commitment in achieving excellence is commendable.

**Lincoln Public School District
Implementation Audit™**

For Saratoga Elementary School

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

November, 2009

**The
Leadership
and Learning
Center™**

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

www.LeadandLearn.com

Table of Contents

1.0	Executive Summary	4
2.0	Implementation Initiative Inventory	7
3.0	Range of Implementation	14
4.0	Relationship Between Initiative Inventory and Student Achievement	18
5.0	Recommendations	22
6.0	References	23

Table of Exhibits

Exhibit 2.1	Implementation Audit™ Data-Gathering Matrix for Lincoln Public Schools	12
Exhibit 3.1	Range of Implementation at Saratoga Elementary School	15
Exhibit 4.1	Lincoln Public Schools Initiatives at Saratoga Elementary School	18
Exhibit 4.1	Triangulation of Composite Achievement Results with Lincoln Public Schools Initiatives at Saratoga Elementary School	19

1.0 Executive Summary

Saratoga Elementary School serves approximately 250 students, with one third requiring special services and over three quarters eligible for free or reduced priced meals. The special education population also includes some students with severe challenges and the small and caring atmosphere of the school seems a perfect setting for these challenged students. Saratoga's focus on technology integration is to be commended.

The strong levels of academic achievement at Saratoga Elementary are due to many factors—a committed and highly trained staff, outreach to 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 Saratoga 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

© 2009

All rights reserved.
Copy only with permission.

The Leadership and Learning Center™

Lincoln Public Schools
11.16.09
Page 12

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 Saratoga 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?”

Thus, 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 based on the data gathered from our observations, interviews and survey of Saratoga Elementary School.

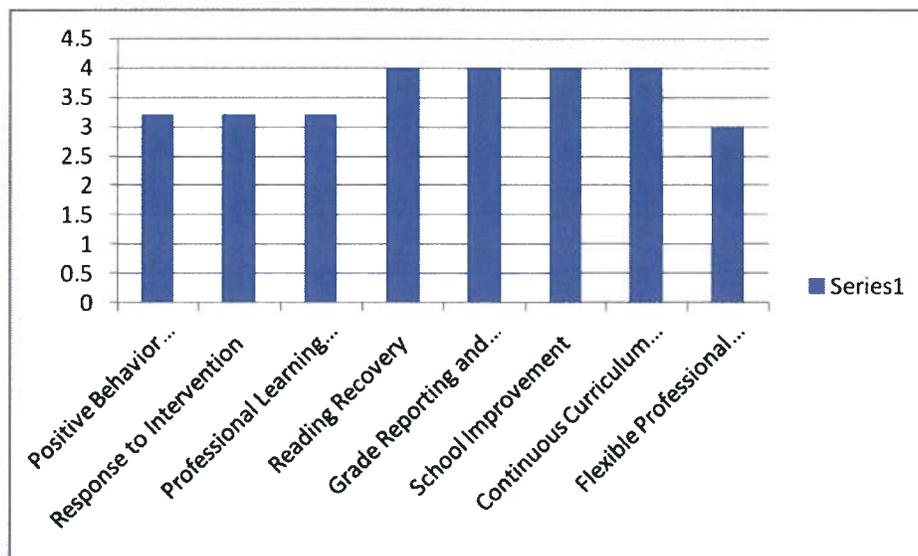


Exhibit 3.1 Range of Implementation at Saratoga Elementary School

3.1.1 School-Wide Range of Implementation for Response to Intervention

Saratoga Elementary is implementing RTI at a proficient to exemplary level and has identified a 75% success rate with the program, as defined by avoidance of student referrals to special education. A team identifies the needs of students, beginning with the recommendations of kindergarten teachers. Interventions are identified according to prioritized areas of need in groups of student groups and individuals. The collaboration between special and regular educators is a critical factor in the success of Rtl at Saratoga.

3.1.2 School-Wide Range of Implementation for Professional Learning Communities

Professional Learning Communities are functioning at the proficient level at Saratoga. They are clustered by grade level spans—for example, grades 3-5 meet as one group of six teachers. They are beginning to use formative assessments in their groups and also have grade level planning time to do interim work. The Zoomerang survey given to staff provides helpful information about the areas of need for PLCs at Saratoga.

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

The school improvement process has allowed staff to identify several important areas of focus, particularly pertaining to special education. The focus has shifted to a “push-in” model to a more inclusive model, and school improvement is rated at the exemplary level. Accountability from teacher to teacher is strong and positive, and students are seeing the benefit. The school improvement process has fostered increased involvement of all staff in decisions pertaining to the school and to instruction. Technology has been another key focus in planning, and teachers are working hard to truly integrate technology into their teaching.

3.1.4 School-Wide Range of Implementation for Grade Reporting

Grade reporting and assessment are at the exemplary level at Saratoga and the focus on ongoing, formative assessment is particularly impressive. The checklist that accompanies the new writing program is also a great tool for the formative assessment that is in place.

The reporting of student summative grades at Saratoga is also 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.

3.1.5 School-Wide Range of Implementation for Reading Recovery

Saratoga is implementing Reading Recovery at the exemplary level. The needs are great and the numbers of students who could benefit from Reading Recovery are increasing. Response to Intervention attempts to fill some of those gaps, but increased staffing in Reading Recovery would certainly be a sound investment.

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. Saratoga teachers appear confident and report solid levels of understanding of the curriculum.

3.1.7 School-Wide Range of Implementation for Positive Behavior Support

The BIST program is implemented at the proficient to exemplary level at Saratoga Elementary School. BIST helps student “save face” by going to a safe seat to recover and plan, and to a recovery room at Saratoga (staffed by a special education paraprofessional) if need be. Data on the use of the safe seats, buddy rooms (students go to another teacher’s room for a break) and recovery room identifies patterns of behaviors that staff can target. Finding additional time to teach the desired behaviors can be a struggle, but the commitment of Saratoga staff to the program and its success is admirable.

3.1.8 School-Wide Range of Implementation for Flexible Professional Development

Flexible Professional Development at Saratoga 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

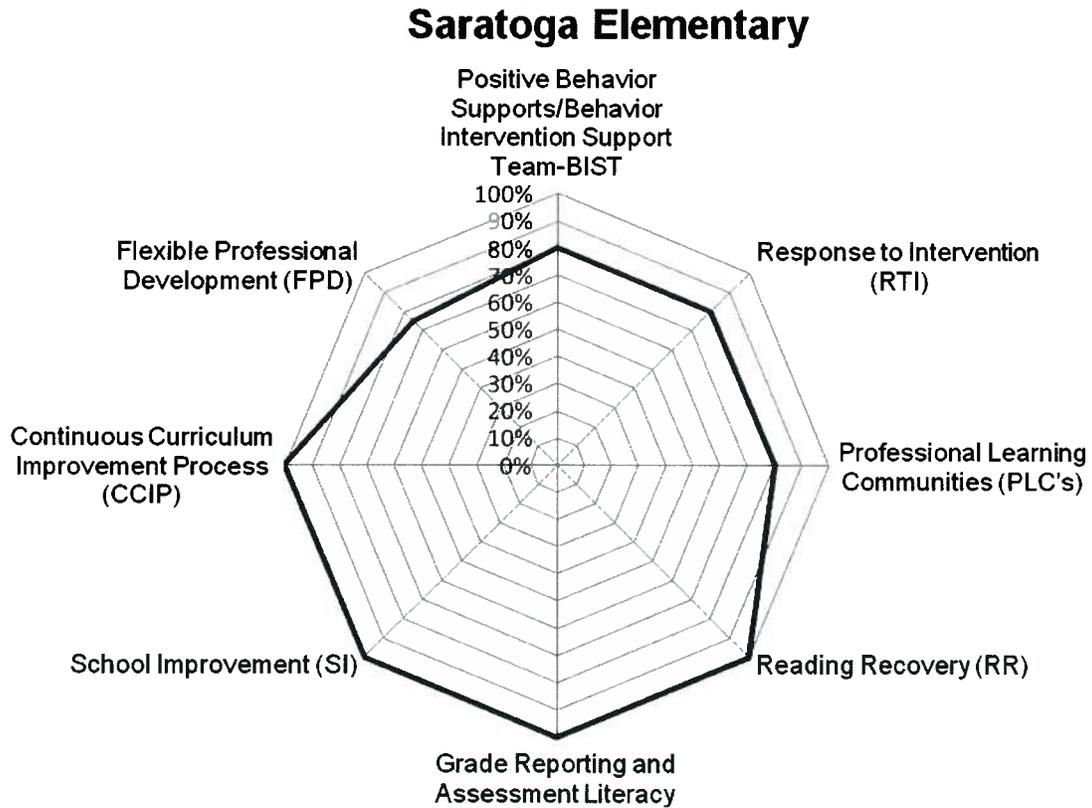


Exhibit 4.1 Lincoln Public Schools Initiatives at Saratoga Elementary School

Saratoga Elementary

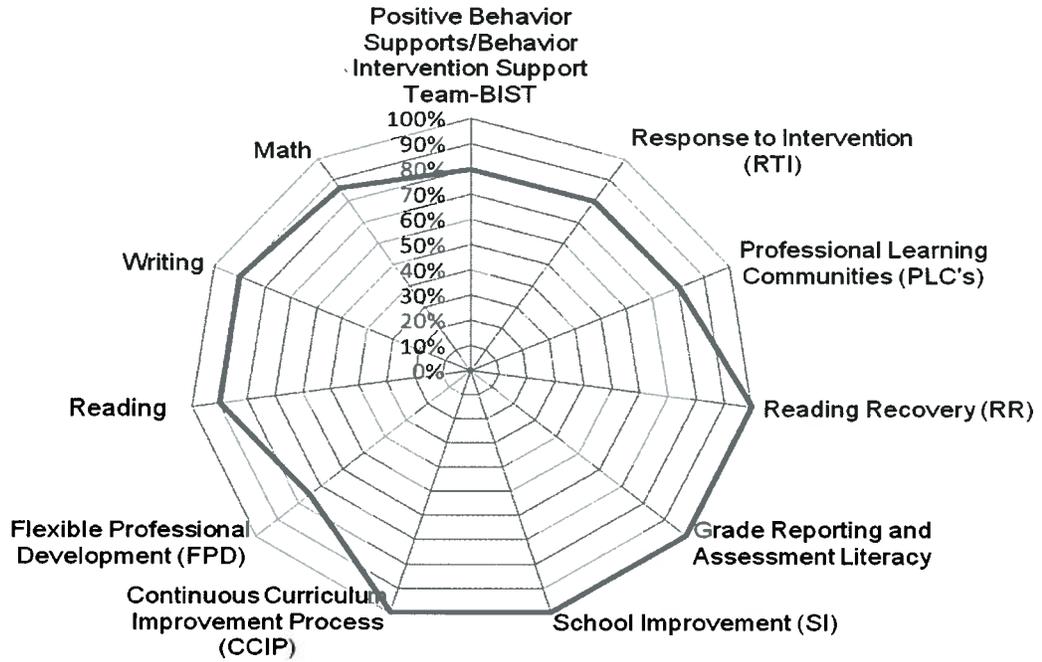


Exhibit 4.2 Triangulation of Composite Achievement Results with Lincoln Public Schools Initiatives at Saratoga Elementary School

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). By looking closely and analytically at teaching as well as leadership and at how teaching and leadership affect learning on an ongoing basis is foundational to this study and is the specific focus of this section of our report.

This section compares the relationship between the degree to which the prioritized initiatives were implemented at Saratoga 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 which 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 which 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 engage in higher level thinking independently (one on one conferences, oral and written feedback, back and forth journals, etc.) are the initiatives we can clearly say have are associated with the most student achievement gains. The exemplary implementation of PLCs at Saratoga Elementary will certainly lead to continuous improvement in student results.

Each spoke of the "wagon wheel" shown in exhibit 4.2 depicts performance at Saratoga Elementary with the optimum performance found on the perimeter of the wheel by spoke. All of the targeted initiatives were met at Saratoga 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 Saratoga site visit show a strong commitment to collaboration, focused sharing, and discussion of data and how it relates to teaching practice. The administrators are interested in teacher perception as a data source as well as student results. As the Saratoga team continues the high level of implementation of these important initiatives, the student achievement results will only continue to improve.

As this year's school improvement plan is implemented, the Saratoga Elementary team has an excellent opportunity to gather additional data about the effectiveness of the formative assessment system in place so that 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.

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. The commitment of the Saratoga team to excellence will no doubt insure that the success that has been built through solid implementation continues.

5.1 School-Specific Implementation Recommendations

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

Professional Learning Communities

As shown in the Saratoga PLC feedback survey there is some room for improvement in team process, although many areas are strong. Working on team building, establishing norms, and teaching conflict resolution strategies may improve the efficiency and effectiveness of Saratoga PLCs. Additionally, formalizing some of the processes, without adding unnecessary paperwork, may take the PLCs to the next level.

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. Assessments should be designed around Priority Standards, therefore assessing those most critical areas. For example,

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

Structure will lend efficiency and turn the process into action research about best practice and strategies can only strengthen the Saratoga PLC meetings.

Assessment Literacy

As stated in the documented action plan, formative assessment has been “put on hold due to District changes and obligations.” Try hard to resume this important work as soon as it is possible and feasible. Grade reporting as implemented by the District is strong.

6.0 References

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

- Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Thousand Oaks, CA: Corwin Press.
- Bernhardt, V. (2003). *Data analysis for continuous school improvement*. Larchmont, NY: Eye on Education.
- Bernhardt, V. (2009). *Data, data everywhere*. Larchmont, NY: Eye on Education.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Education Service.
- Elmore, R. (2003). *The right thing to do: School improvement and performance-based accountability*. Harvard University and Consortium for Policy Research in Education (CPRE). Washington, DC: The NGA Center for Best Practices.
- Fullan, M. (2006). *Staff development tools*. National Staff Development Council. 43 (11).
- Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (2003). *Change forces with a vengeance*. New York: Routledge Falmer.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school?* New York: Teachers College Press.
- Fullan, M., Hill, P., & Crevola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press.
- Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd edition). Boston: Pearson Education.
- Haycock, K. (2005). Improving academic achievement and closing gaps between groups in the middle grades. Presentation given at CASE Middle Level summit. Retrieved from www.edtrust.org

- Hernandez, K. E. (2006). *Clark County School District study of the effectiveness of school improvement plans (SESIP)*. Las Vegas: University of Nevada at Las Vegas.
- Hirsch, S. (2009). Rich learning opportunities in a tough economy. *Journal of Staff Development*, 30 (3) 57–58.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2003). *What works in schools: Translating research into action?* Alexandria, VA: American Association of Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mortimore, P., & Sammons, P. (1987, September). New evidence on effective middle schools. *Educational Leadership*, 45 (1), 4–8.
- Pfeffer, J., & Sutton, R. I. (2006). *Hard facts, dangerous half-truths, and total nonsense*. Boston: Harvard School Press.
- Power, B. (2009). Learning from colleagues. Retrieved from www.choiceliteracy.com
- Prince, C. (2002). *The challenge of attracting good teachers and principals to struggling schools*. Alexandria, VA: American Association for Supervision and Curriculum Development. Retrieved on September 16, 2007 from [http://www.aasa.org/issues and insights/issues_dept/challenges_teachers_principals.pdf](http://www.aasa.org/issues_and_insights/issues_dept/challenges_teachers_principals.pdf).
- Reeves, D. B. (2004). *Accountability in action: A blueprint for learning organizations*. Englewood, CO: Lead + Learn Press.
- Reeves, D. B. (2004). *Assessing educational leaders*. Thousand Oaks, CA: Corwin Press.

- Reeves, D. B. (2002). *The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization*. San Francisco: Jossey-Bass.
- Reeves, D. B. (2002). *Holistic accountability*. Thousand Oaks, CA: Corwin Press.
- Reeves, D. B. (2002). *The leader's guide to standards: A blueprint for education equity and excellence*. San Francisco: Jossey-Bass.
- Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2002). *Making standards work: How to implement standards-based assessments in the classroom, school, and district* (3rd edition). Englewood, CO: Lead + Learn Press.
- Reeves, D. B. (2008). *Reframing Teacher Leadership*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rogers, E. M. (1995). *Diffusion of innovations* (4th edition). New York: Free Press.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (1999). *Results: The key to continuous improvement in education* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development.
- Wenglinsky, H. (2002, February 13). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10 (12), 6–31.
- White, S. H. (2005). *Beyond the numbers*. Englewood, CO: Lead + Learn Press.
- White, S. H. (2009). *Leadership Maps*. Englewood, CO: Lead + Learn Press.
- White, S. H. (2005a). *Show me the proof!* Englewood, CO: Learn Press.