

PART I - ELIGIBILITY CERTIFICATION

12NE1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NE1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 37 Elementary schools (includes K-8)
 (per district designation): 11 Middle/Junior high schools
6 High schools
0 K-12 schools
54 Total schools in district
2. District per-pupil expenditure: 8834

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	20	19	39		7	0	0	0
1	15	14	29		8	0	0	0
2	15	17	32		9	0	0	0
3	8	15	23		10	0	0	0
4	8	7	15		11	0	0	0
5	15	14	29		12	0	0	0
Total in Applying School:								167

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
5 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 30%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2010	130
(5)	Total transferred students in row (3) divided by total students in row (4).	0.30
(6)	Amount in row (5) multiplied by 100.	30

8. Percent of English Language Learners in the school: 4%
 Total number of ELL students in the school: 7
 Number of non-English languages represented: 2
 Specify non-English languages:

Spanish and Arabic

9. Percent of students eligible for free/reduced-priced meals: 70%
 Total number of students who qualify: 91

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Data above is for 2010-2011 school year.

Significant Change in 2011-2012 you should be aware of:

The student population at Norwood Park increased by 28.5% (37 students) during the current school year. Our 2011-2012 free and reduced numbers are: Eligible Students: 122 Percent Who Qualify F/R: 73%.

10. Percent of students receiving special education services: 14%
 Total number of students served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>3</u>
Total number	<u>17</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	94%	95%	95%	94%
High school graduation rate	%	%	%	%	%

14. For schools ending in grade 12 (high schools):

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- No
- Yes

If yes, what was the year of the award?

Norwood Park Elementary is located in Lincoln, Nebraska, in the southeast corner of the state. Lincoln is a diverse and growing community, which provides many opportunities for our students and their families to engage in a vast array of educational and cultural experiences. Our school is part of Lincoln Public Schools a district that serves over 36,000 students. The district has fostered strong ties with the numerous colleges in our city and has a good rapport with our state government officials and their representatives.

Established in 1921, Norwood Park Elementary is celebrating more than 90 years of public education service to our neighborhood community. We are proud of the generations of students that have walked these halls and are committed to maintaining academic excellence for all.

Norwood Park is unique because it is an urban school that sits in the tiny hamlet of Havelock on the northeast edge of Lincoln. Although Havelock is part of the city of Lincoln it is a former town in its own right, which still has a beautiful main street and small town feel. We have strong ties with local businesses that engage our students in learning and community service. The people of the Havelock community are known for their hardworking, blue-collar ethics and family values.

We are a small Title I school that serves 167 students K-5. Being a small school we have the luxury to provide many learning opportunities for students with low student/teacher ratios. The staff at Norwood Park is committed to the belief that all school resources support the academic achievement of our children, the strengthening of the family unit, and the development of community connections and resources to enhance the school community.

Our demographic data over the past five years shows a school that has increased in poverty and ethnic diversity. In the past three years, the number of students qualifying for free or reduced lunch has increased by more than 10% with 76.4% of our student population qualifying during 2011-2012.

Ethnically, we are becoming more diverse with a growing population of Hispanic students and children considered to be of two or more races. Statistically our student population is 73% white and 27% Non-White with a high poverty rate for all. We have identified 2.4% of our student as gifted, with many others participating in advanced learning with the label of "High Ability Learner". Lincoln Public Schools has ELL centers that serve most of our city's ELL population, however the district's program is transitioning to serving these students in their neighborhood schools. We are currently serving Kindergarten and first grade ELL students, and 2nd-5th grade students who are Level 4 language learners. Our ELL population is 4.2% with Spanish and Arabic being the primary native languages.

In 2005, Norwood Park Elementary was awarded a **21st Century Grant to create a Community Learning Center** (CLC) program. Our CLC program is a dynamic force in the academic achievement of our students. Through community partnerships with non-profit agencies (Northeast Family Center and Heartland Big Brothers, Big Sisters) students are able to participate in an academically based before- and after-school program on site. Free after-school clubs are offered to all students to extend their learning day and support their acquisition of academic skills, as well as foster a love for the arts, sciences and sports. During the summer our CLC provides an academic and enrichment program for students K-5. Our CLC has three operating goals a) increase students' academic achievement, b) engage and involve families in the learning, and c) strengthen community connections to create a full service school for the neighborhood. This program has been one of the most significant changes in our building over the past five years.

As we have focused our efforts on increasing academic proficiency in our students through excellent instructional practice, we develop other parts of our school program to support the "whole child". In

2010-2011 we began the **Federal Government Fruits and Vegetable Program** which brings health and nutrition awareness to our students, as well as receiving a **Fuel Up To Play 60 Grant** for health and nutrition education this school year 2011-2012. In 2009, the staff made a commitment to the arts and joined the “**Arts Are Basic**” movement affiliated with Doane College in Crete, Nebraska. This program trains classroom teachers in the elements of visual and performing arts and then brings these lessons to the children in school. Artists in residence work with students to develop right-brain skills, which in turn enhances left-brain function that supports learning in school.

Staff members at Norwood Park are dedicated to the mission of the school. Collaboration and trust are key components of our success as we build relationships with each other, our students and their families. We believe every child has the capacity to learn. We acknowledge our students come from challenging home lives, but we do not accept those challenges as excuses for non-performance, but rather obstacles we must help our students overcome. Every staff member is focused on teaching and learning. Disruptions are kept to a minimum using a positive behavior support system that allows learning to be the central focus for all members of the school community.

Mission Statement:

At Norwood Park Elementary School we promote continuous, active learning in a friendly, caring, and safe environment by:

- “ Keeping the learning needs of the children first;
- “ Striving for excellence;
- “ Working in partnerships with families and the community;
- “ Providing children with opportunities and expecting success.

1. Assessment Results:

Lincoln Public Schools administers the Nebraska State Accountability (NeSA) standardized test to 3rd, 4th, and 5th grade students in reading and math. Analysis of the NeSA data shows students at Norwood Park Elementary have consistently increased the number of proficient and advanced students over the past five years. Our disaggregated data show high levels of proficiency in each of our subgroups (free/reduced, African American, Hispanic/Latino, special education and ELL). The Nebraska Department of Education annually establishes statewide proficiency levels in alignment with NCLB expectations. If the performance of students at a Nebraska school is equal to or exceeds the state goal for that year then they are deemed to have made annual yearly progress. Norwood Park has made AYP in both reading and math for the past five years.

The assessment data over the past five years shows consistent improvement toward closing the achievement gap in both reading and math. In the 2006-2007 test data, the number of proficient and advanced students was in the low 80% range. In 2010-2011, NeSA data shows 97.92% of all students assessed met or exceeded state standards for proficiency in the area of reading, and 91.67% met or exceeded standards in the area of math. As a point of reference the state goal/cut score for 2010-2011 was 67% for reading and 51% for math. Students in the subgroups of free/reduced/disadvantaged students and special education students in the past two years are consistently scoring equal to or higher than “all students”. Our subgroups are small and often “masked” because we have less than 10 students per group, but in reviewing and comparing individual scores in subgroups we see that the achievement gap has closed significantly over the past five years.

The significant gains in proficiency over the past five years are directly related to several factors a) district level efforts to refine and improve the correlation between essential outcomes and state content standards, b) the introduction and development of Professional Learning Communities for our teachers to analyze formative data, set academic achievement goals, monitor student progress against the goals, and provide responsive instruction, c) opportunities for reteaching objectives in math and improved guided reading instruction and d) specific and strategic instruction in essential vocabulary in both reading and math. In support of these efforts, teachers have worked together to evaluate student progress, plan interventions and provide flexible grouping using collaborative teaching to meet the individual educational needs of students. Our schoolwide effort has had tremendous impact on the students’ ability to master concepts and close the achievement gap.

Curriculum specialists in Lincoln Public Schools have identified essential outcomes for instruction in reading and math and have aligned our curriculum materials with instruction to increase the related depth of knowledge of our students in these areas. Our teachers have embraced the use of the pacing charts, vocabulary instruction, lesson design and interventions to meet student needs.

2. Using Assessment Results:

At the beginning of each school year, our school improvement team reviews and analyzes all summative test data from the previous year. We look at data from the NeSA (reading and math) assessment and the Iowa Test of Basic Skills test data. The school improvement team conducts a study of the results to determine areas of relative strength for all students and areas where many students are scoring below expectations. An analysis is done of the specific skills that need to be targeted during instruction to increase academic achievement. A summary of the findings is created by the SIP team and then shared with the whole staff during our annual Professional Learning Community day held prior to school

starting. The staff reviews the data, compares the performance to the previous year's school improvement goal and decides where our next target goals will be set.

Our school improvement goal structure has evolved over the past five years with the most recent ones specifically targeting reading and math. Schoolwide goals in reading and math are then written as grade specific SMART goals. Since we are a small school, we are able to work in Professional Learning Community teams that include K-2 and 3rd-5th. Each PLC works closely together to determine the most effective instructional strategies and interventions that will be used to increase the percentage of students meeting the goal. Individual grade level teachers write goals for academic targets.

Recent examples of SMART goals include:

During the 2011-12 school year, 80% of first grade students will score a 3 or 4 on the 4th quarter report card in the areas of fluency and comprehension skills.

During the 2011-2012, school year, 85% of 4th grade students will be proficient in the area of problem solving by May 2012.

On a monthly basis teachers gather data according to their SMART goals, they review it and analyze student progress at the monthly PLC meetings. During this meeting, and at other team meetings, teachers are able to reflect on student performance and determine the next steps. Instructional conferences were instituted at Norwood Park in 2009-2010 and require teachers to monitor student progress and turn in performance data to the administrator for review and discussion regarding possible interventions.

Data collected in reading, math and writing are analyzed at team meetings and PLC meetings. Staff works together to plan specific interventions to address areas where individual students are not meeting the grade level objective. The 3rd, 4th and 5th grade teachers work collaboratively to determine which students need further instruction and then they develop a plan to provide that instruction. Some examples of interventions include: a vocabulary review group, reading fluency groups, math reteaching groups with the resource teacher, para educator support for special needs students, and the support of a co-teacher during whole group instruction. We also use technology to provide additional concept practice including Lexia (reading based) and Symphony Math (basic math). Reteaching concepts is specifically scheduled into the daily instructional program and provided for students who are less than proficient in reading or math.

Assessment results are shared in a variety of ways. Parents are mailed individual student performance data with a letter of explanation and the opportunity to schedule an appointment to discuss results if desired. Parent teacher conferences occur twice per year and provide parents a forum to discuss performance information and student progress towards meeting grade level expectations. Students with an Individual Education Plan also have an annual meeting to set individual academic goals to increase proficiency in reading and math. The principal shares our schoolwide performance data results each fall in our school newsletter *The Beep* and at our annual Title 1 meeting. Our school Community Council, with its parent, community and school representatives review assessment data annually. The local newspaper, *The Lincoln Journal Star*, publishes summative assessment data for review by the public. Test scores are also posted electronically on the district website and locally on the Norwood Park Elementary website.

3. Sharing Lessons Learned:

The collaborative nature of our staff naturally lends itself to sharing successful instructional strategies with each other. At our monthly PLC, gatherings begin with a full K-5 staff conversation about effective instructional strategies being used with students, share concerns and discuss possible solutions using our available resources. We also take time to celebrate students who are making progress. Because we are a small staff, members are familiar with students at each grade level. Often times teachers share strategies

they have used in the past to aid a particular student's learning. For example, a recent staff activity had teachers review Jan Richardson's "The Next Steps in Guided Reading" and then share an intervention they have used with positive outcomes. Meeting as a whole staff gives us ample opportunities to share lessons we have learned.

Staff members from Norwood Park Elementary attend monthly district curriculum liaison meetings. These meetings are essential to gathering important curriculum information from the individual departments, best practice in instructional strategies, and sharing successful strategies that are working in the individual schools. During these sessions teachers are given time to talk with colleagues from other schools about Norwood Park's school improvement goals and the instructional practices we use to support them.

Our district provides exceptional staff development coursework for all employees. During these sessions, discussions and collaborative work is done by participants giving Norwood Park staff a chance to share instructional strategies they are using to improve student achievement at each grade level. On a monthly basis our administrative team has the opportunity to meet with colleagues from around the district to discuss instructional practices, professional learning community goals and share ideas to increase student achievement.

4. Engaging Families and Communities:

Becoming a 21st Century Grant recipient has had an enormous impact on our students' increased academic achievement. Heartland Big Brothers, Big Sisters partnered with Norwood Park Elementary in 2005 to create a before- and after-school program for our students. The program was designed to focus on academic support and cultural enrichment for our children. Today, our CLC program, in partnership with the Northeast Family Center, continues to provide needed before- and after-school child care, as well as, after-school club sessions that engage students in literacy, math, science, arts and music. Our *One Book, One Family*, family literacy club brings students and their parents together to read six times per year. Our annual science fair engages students and their families in researching a science topic and preparing a display of their investigation.

We have a small but dedicated PTO organization that sponsors free family events every month. These events are well attended and are focused on developing family and community connections. The Annual Roadrunner Classic, which highlights after-school club basketball, brings families, students and staff together. These are not academic interventions, but they are important to developing the whole child and family engagement in the school community.

The **Parent Informational Resource Center Grant (2009)** has provided us with funds to create a Family Resource Room that houses resources for parents, a computer to give parents Internet access for applications, and the chance to work with our family engagement coordinator or social worker. We believe when students have their basic needs met by parents, they come to school better prepared to learn. Helping parents find resource to meet the basic needs of their children is a high priority of our staff.

Our community connection with a local church and the Lincoln Food Bank Back Pack Program provide backpacks filled with food each weekend for 55 families. Church members organize food and fill backpacks weekly. For many of our students, receiving the weekly backpack filled with food is the highlight of their week.

Both our former principal and new principal serve as members on local boards including Heartland Big Brother/Big Sisters, Havelock Business Association and the Havelock Neighborhood Association. We believe that being a conduit for information between our school community, business partners and neighbors keeps everyone connected to the mission and vision Norwood Park Elementary.

1. Curriculum:

Norwood Park is fortunate to be a part of Lincoln Public Schools, which has a rigorous and explicit curriculum outlined for all students K-12. State standards are directly tied to district objectives, which are assessed by common district assessments to monitor student progress. Teachers are expected to meet specific time allotments for each subject area and use pacing calendars to ensure that students are ready for the NeSA assessment in the month of May. Given clear objectives, explicit rubrics, sufficient materials and powerful instructional models, our teachers are able to provide meaningful instruction that is highly engaging for students.

English Language Arts instruction totals between 150 and 180 minutes per day with the greater amounts occurring at lower grades. Students are engaged in whole group instruction, guided reading and independent practice each day. We are using a district-based curriculum in writing, which is centered on the six traits of writing.

Science curriculum is organized around four themes: life science; physical science; earth science; and, technology and society. Throughout all K-5 units, students are engaged in hands-on, inquiry-based learning that teaches critical thinking skills and helps students understand the world around them. The science curriculum objectives are directly correlated to the Nebraska State Science Standards and the National Science Standards. Annually, our 5th grade students partner with scientists and specialists from Novartis to do science research and projects for the school and district science fair. Students in grades K-5 participate in this annual event with the support of our CLC club sessions in science and with parent support.

Social Studies curriculum and programming is focused on creating well-informed, productive citizens. The curriculum engages students in studies that teach them how to have a strong sense of justice, appreciation for diversity, and the motivation to make their community a better place. Social studies instruction is meaningful to students, integrated throughout all areas of study, and teaches our students to be evaluative and reflective. Students are challenged to think about issues from multiple perspectives and to apply the principle of cause and effect to issues around them. The core curriculum objectives are supported by Houghton Mifflin social studies text.

Students also participate in health and physical education, visual performing arts and technology instruction. We have specialists in the area of art, physical education, music and technology that work with our classes each week. Students also participate in after-school clubs that teach and develop skills in these areas including piano, dance, art instruction, science clubs and team sports. Students are infused with opportunities to engage in the arts, sportsmanship and foreign language. We believe the extended learning enriches the cognitive capacity of our students and broadens their understanding of the world.

Character Education is an integral part of Norwood Park's curriculum. We are a school "Where Character Counts!" We strive daily to develop students' strength of character, social skills, and the knowledge necessary to grow into responsible citizens. As part of our PBiS (Positive Behavior Support System), we teach the Six Pillars of Character: caring, fairness, respect, responsibility, trustworthiness and citizenship. Two years ago, we participated in training for the Behavior Intervention Support Team (B.I.S.T.) model created by Ozanam, Inc. The B.I.S.T. philosophy states that students should be given grace and held accountable for their actions, while at the same time given opportunities and guidance in building appropriate life skills. We believe in teaching the importance of good character and helping our students develop important life-long skills for success.

2. Reading/English:

We have a systematic approach to reading with strong instructional practices. Our core reading program includes the use of Houghton Mifflin's basal readers for direct instruction of the whole group, word work which develops spelling, grammar, vocabulary and phonics/word analysis, guided reading and independent reading. Core reading instruction is required for all students with no exceptions. Student progress is monitored with anecdotal records, theme tests from the basal program and comprehension/fluency assessments using the Developmental Reading Assessment (K-2) and Leveled Reading Passage Assessment (3-5). Within the classroom, students not meeting grade level benchmarks, as determined by formative and summative assessments, are provided Tier 1+ reading instruction. Tier 1+ instruction is planned, responsive pre-teaching and reteaching of reading skills, vocabulary, reading comprehension and fluency practice.

Student performance data is collected monthly and analyzed at our PLC meetings. Action plans are developed to provide targeted instruction to students. Instructional supports include the use of Reading Recovery (1st), Sonday and RtI literacy support groups in the primary grades. Lexia Reading, a computer-based reading program, is used to support struggling readers in second and third grades. Our RtI interventionists use Repeated Reading, One Minute Reads and a locally developed reading model by a speech pathologist called "The Brunken Model." Each of these programs is research-based and focused on building targeted reading skills.

Throughout the grade levels, teachers use flexible grouping and collaborative teaching to help students master reading skills. Classroom teachers work with the resource teaching team to create and teach lessons through small group instruction, one-to-one teaching, collaborative teaching in the rooms, and parallel teaching of reading concepts. Paraprofessionals work alongside the resource teachers in both the special education room and the regular education classroom. They spend a lot of their instructional time reinforcing and reteaching concepts that have been taught by the classroom or resource teacher.

A significant factor contributing to our students' success is the flexibility and ability of a variety of staff members to provide specific, responsive interventions to increase learning. We consistently use an "all hands on deck" approach to collaborative teaching. Our "teaching teams" have included general education teachers, academic interventionists, para educators and even administrators to teach interventions that will narrow the achievement gap for our students with particular attention being given to students in our under-achieving subgroups.

3. Mathematics:

Our mathematics program, developed by Lincoln Public Schools' math curriculum department, is balanced with respect to curricular content and instructional approaches. At each grade level, we have a refined and efficient objective card that is used by teachers to monitor student progress in relation to Nebraska state content standards and process strands (problem solving, connections, reasoning, etc.). Teachers use a pacing calendar that organizes these teaching objectives in a meaningful order for students and ensures all big ideas are taught prior to state summative assessments in the spring. All students are taught basic math facts and Nebraska Department of Education recommended mathematic vocabulary. Additionally, we use districtwide common math assessments (CMA) that correlate to the math standards to determine the math proficiency levels of our students in 3rd -5th grades. Once the CMA for a particular quarter is taken, teachers and students use it for review and preparation for the standardized testing.

Delivery of daily instruction K-5 includes: a) Quick review and connection to prior learning, b) stated lesson objective, c) "Math Talk" (presentation of the new concept, related vocabulary and high level questions to reinforce learning), d) Guided practice that includes checking for understanding, formative assessment and reteaching, and e) Summary of Learning and f) Independent practice. Teachers monitor student progress regularly using the district spreadsheet to determine reteaching needs.

Reteaching of math objectives is done in a variety of ways, based on student needs. Reteaching can occur during guided and independent practice, scheduled daily math reteaching time, after-school homework club, resource teacher or paraeducator, and academic interventionists including administrators. Collaborative teaching is a norm at Norwood Park and, as a result, teachers work together to provide a lower student/teacher ratio during instruction time which allows for more precise teaching to student needs and flexible grouping options to help students work at their instructional levels. Students participate in reteaching sessions until mastery is achieved. Students with learning disabilities receive core instruction from their classroom teacher and then receive additional direct instruction from the resource team. For students who are working at an advanced level we provide extensions through our Differentiated Math curriculum that challenges and extends student learning.

4. Additional Curriculum Area:

Computer Technology standards in Lincoln Public Schools are high and increasing all the time. Students K-5 receive regular, direct instruction in the use of technology by their classroom teacher, media specialist and computer technology teacher. Students are graded quarterly in the following areas: a) Creativity and Innovation, b) Communication and Collaboration, c) Research and Information Fluency, d) Basic Technology Critical Thinking, Problem Solving and Decision-Making, e) Basic Concepts of Technology and Systems Operations and e) Digital Citizenship. These concepts are taught through research projects, basic keyboarding and systems practice, use of technology for learning purposes in the classroom (mobile labs, document cameras, iPods and Promethean Boards), graphic projects and multimedia presentations.

Students are engaged in a variety of projects that require them to extend their learning in social studies and science by doing research online and collecting information digitally. They are required to analyze what they collect and use their data to create presentations. These presentations require students to develop proficiency in the use of software programs. Our mobile labs and Promethean Boards are used in classrooms by students and teachers to develop skills in all curricular areas. Teachers use the Promethean Boards to enhance daily lessons to give students real time experiences with the world beyond the classroom.

Annually our 5th grade students are able to apply their practical technology skills at Starbase, a "hands on-minds on" program focused on technology, science, math and engineering. The program is run by the National Guard at our local military base. Students are able to apply what they have learned about technology through the years during their five days at Starbase.

Recently our technology committee, with the support of the staff, made a commitment to integrating technology education into classroom instruction. Teachers and students are finding ways to use technology as a tool for learning rather than a "place to go" to learn keyboarding. We are learning that the possibilities are endless and our imaginations our only limitation. Parents, who support our commitment to this concept, are reporting that their children are teaching them how to effectively use software on their home computers and are impressed at the digital fluency our students have developed.

Using technology requires students to think critically and ask the right questions to get the information they need. They are reading, writing and communicating daily using various technology tools, which prepares them for their future educational endeavors and adult life.

5. Instructional Methods:

A variety of instructional methods are used in our classrooms and support programs. Our small population translates into classrooms with significantly diverse needs and learning styles. It is essential for us to accurately assess student abilities and then identify the best mode of instruction for the individual children. We use traditional structures, such as whole group and small flexible groups, one-to-

one instruction and conferencing, as well as differentiated instruction. During guided and independent practice, students are able to receive teacher support through these various structures to best meet the wide array of needs of the high-ability learner, the student with significant learning delays or the child who is learning English as a second language.

Gifted and high-ability learners are given the opportunity to participate in differentiated instruction in both math and reading. Teachers are trained in using the advanced materials and then providing instruction for these students in the classroom. Students who have been identified as highly gifted work with a mentor in a specific curricular area at levels beyond their grade. Learning activities are geared toward the learner and may look different than that of their peers; students are encouraged to develop leadership skills and self-reflection capacity.

Students requiring support beyond the general education classroom receive Tier 2 interventions. These pull-out programs provide additional instruction in math and reading concepts through RtI, Reading Recovery, Symphony Math and other such research-based academic interventions.

We engage students with the learning process by offering them opportunities to interact with technology via the use of our Promethean boards and mobile labs, cooperative learning structures and hands-on learning in science and the arts.

At Norwood Park, we believe collaborative teaching has been essential to the academic growth of our students. Our resource teaching team works closely with classroom teachers in reading and math instruction. Each teacher brings their own style of teaching to the partnership, which provides several pathways for students to learn concepts. Many of our students need to hear information in multiple ways and over time to fully comprehend the concept being taught. Having more than one person developing the concepts sends a message to our students that their learning is important to a lot of adults and we are there to support them in their journey.

6. Professional Development:

Professional development is ongoing both in the district and at our school. Teachers are required to complete 17.5 hours of professional development annually. In recent years, we have read Jan Richardson's Guided Reading and improved our instructional practice in this arena. Staff has attended Behavior Intervention Support Training (B.I.S.T.) to increase our capacity to improve our management of student behaviors and ability to teach important life skills to our students. Our teachers participated in the districtwide K-6 Writing Initiative to improve writing instruction using Six Trait Writing concepts. We have ongoing opportunities to build our technology skills and most recently have received training in using our classroom Promethean Boards, Zimbra (a local mail/calendar system), Google Docs and our districtwide system Docushare to collect and warehouse electronic copies of documents.

Staff members have a bevy of resources for all curriculum areas through Docushare our local electronic storage system. Instructional plans, curriculum resources, assessments and teaching tips are available to teachers. In the 2011-2012 school year, we are using a new appraisal process, which has been a significant part of our staff development work. The new appraisal system for administrator and teachers directly correlates to student progress and development because it pushes teachers to be reflective about their practice and focused on student engagement and learning.

Annually we see a direct correlation between professional development training for our staff and student achievement data. There is a saying that what you focus on grows. We believe that focusing on effective instructional practices and analysis of formative and summative data has improved our teaching, thereby improving our students' progress towards proficiency based on state standards. Our teachers have ongoing opportunities to improve their teaching practice by attending courses at the local university,

sessions offered by the district and site-based activities such as book studies, coaching and mentoring each other.

7. School Leadership:

Our school leadership team is comprised of the principal, the coordinator, representative members from the School Improvement committee, the Climate Committee, representatives from our Community Learning Center, as well as parent and community members. These members form the Norwood Park Community Council, which oversees the implementation of district policy and programs, Title 1 requirements, and Community Learning Center policies.

The principal is the instructional leader in our building and is responsible for overseeing the continuous improvement and well-being of staff and students. As the instructional leader, she is responsible for coordinating school improvement efforts both academically and behaviorally, staff development to ensure that all students have highly effective teachers, and the daily operation of the school building.

The principal puts the school vision into action by promoting and creating a school environment focused on student learning and well-being. The principal is responsible for implementing the school improvement and Title 1 plans that outline academic goals that are aligned with district goals. She leads the Professional Learning Community structure in collaboration with the School Improvement Team to focus teachers on monitoring student progress and acting accordingly to improve student achievement. She is a resource for, and collaborator with, teachers regarding instructional practice, behavior management and community relations. The principal oversees the coordination and access to the curriculum and resources provided by the school district. Staff development is sought out or designed by the principal in collaboration with others to address the identified needs of staff members as they grow in their instructional skills. The principal is responsible for managing the daily operations of the school building including budget, human resources issues, policies and practices, as well coordination of Title 1 efforts and leadership for the Community Learning Center staff.

Our Coordinator is responsible for managing the special education department, gifted education, and coordination of summative assessments. She functions as the coordinator for family services, including the Back Pack Food Program, and student referrals for our mental health counseling program. She is actively involved in the various leadership committees in our building and works closely with the principal to ensure smooth daily operations of the building.

'A shared vision is not an idea...it is rather, a force in people's hearts...at its simplest level, a shared vision is the answer to the question 'What do we want to create?'

Peter Senge

We believe Norwood Park is a place where children feel safe and accepted, ready to learn and to embrace the world around them! We continue to create a place where anything is possible.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NeSA Math/STARS

Edition/Publication Year: Varies (See Below) Publisher: NDE/LPS

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
SCHOOL SCORES					
Meets/Exceeds	89	100	93	75	83
Exceeds	24	0	0	0	0
Number of students tested	17	27	14	28	29
Percent of total students tested	100	100	100	97	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	84	100		73	83
Exceeds	15	0		0	0
Number of students tested	13	18	9	26	23
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	1	3	6	1
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	2	1	2	2
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested	4	4	4	9	8
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	0	0	0	0
6. Two Or More Races					
Meets/Exceeds					
Exceeds					
Number of students tested	2	0	0	0	0
<p>NOTES: STARS (Math) Assessment Given 2006-2007; 2007-2009; 2008-2009, 2009-2010: District STARS data was not disaggregated by percent proficient and percent advanced. A combined percent was reported for students who were proficient or advanced. A portion of the score entered may in fact be in the advanced range, but there is no specific data to report that actual amount. Two or More Races: This subgroup was not reported prior to 2010-2011. It is however our largest subgroup for the latest school year.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NeSA-R/STARS

Edition/Publication Year: Varies (See Below) Publisher: NDE/LPS

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
SCHOOL SCORES					
Meets/Exceeds	94	92	93	78	62
Exceeds	18	42	7	0	0
Number of students tested	17	26	14	27	29
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	88		76	61
Exceeds	23	25		0	0
Number of students tested	13	16	9	25	23
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	3	3	6	1
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	3	1	2	2
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested	4	4	4	9	8
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	0	0	0	0
6. Two Or More Races					
Meets/Exceeds					
Exceeds					
Number of students tested	2	0	0	0	0
NOTES:					
<p>STARS (Reading) Assessment Given 2006-2007; 2007-2009; 2008-2009: District STARS data was not disaggregated by percent proficient and percent advanced. A combined percent was reported for students who were proficient or advanced. A portion of the score entered may in fact be in the advanced range, but there is no specific data to report that actual amount. Two or More Races: This subgroup was not reported prior to 2010-2011. It is however our largest subgroup for the latest school year.</p>					

12NE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NeSA-Math/STARS

Edition/Publication Year: Varies Publisher: Nebraska Dept of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
SCHOOL SCORES					
Meets/Exceeds	91	100	76	92	82
Meets	27	58	5	0	0
Number of students tested	22	12	21	27	27
Percent of total students tested	100	100	100	96	97
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	86		79	90	77
Meets	29		5	0	0
Number of students tested	14	9	19	20	17
2. African American Students					
Meets/Exceeds					
Meets					
Number of students tested	1	1	4	2	4
3. Hispanic or Latino Students					
Meets/Exceeds					
Meets					
Number of students tested	3	1	2	1	1
4. Special Education Students					
Meets/Exceeds				80	64
Meets				0	0
Number of students tested	2	2	6	10	11
5. English Language Learner Students					
Meets/Exceeds					
Meets					
Number of students tested	0	1	0	0	0
6. Two Or More Races					
Meets/Exceeds					
Meets					
Number of students tested	1	0	0	0	0
NOTES:					
<p>STARS (Math) Assessment Given 2006-2007; 2007-2009; 2008-2009, 2009-2010: District STARS data was not disaggregated by percent proficient and percent advanced. A combined percent was reported for students who were proficient or advanced. A portion of the score entered may in fact be in the advanced range, but there is no specific data to report that actual amount. Two or More Races: This subgroup was not reported prior to 2010-2011. It is however our largest subgroup for the latest school year.</p>					

12NE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: STARS/NeSA-R

Edition/Publication Year: Varies Publisher: Nebraska Dept of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
SCHOOL SCORES					
Meets/Exceeds	100	92	95	78	82
Exceeds	41	42	19	0	0
Number of students tested	22	12	21	27	28
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100		95	80	76
Exceeds	43		21	0	0
Number of students tested	14	8	19	20	18
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	3	3	2	4
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	1	1	1	2
4. Special Education Students					
Meets/Exceeds				50	55
Exceeds				0	0
Number of students tested	2	2	6	10	12
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	1	0	0	0
6. Two Or More Races					
Meets/Exceeds					
Exceeds					
Number of students tested	1	0	0	0	0
NOTES:					
STARS (Reading) Assessment Given 2006-2007; 2007-2009; 2008-2009: District STARS data was not disaggregated by percent proficient and percent advanced. A combined percent was reported for students who were proficient or advanced. A portion of the score entered may in fact be in the advanced range, but there is no specific data to report that actual amount. Two or More Races: This subgroup was not reported prior to 2010-2011. It is however our largest subgroup for the latest school year.					

12NE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: NeSA-Math/STARS

Edition/Publication Year: Varies Publisher: Nebraska Dept of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
SCHOOL SCORES					
Meets or Exceeds	93	100	100	73	74
Exceeds	13	0	0	0	0
Number of students tested	15	20	20	30	27
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	92	100	100	67	69
Exceeds	0	0	0	0	0
Number of students tested	12	19	16	21	22
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	2	3	2	5	4
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested	1	4	1	3	4
4. Special Education Students					
Meets or Exceeds				55	64
Exceeds				0	0
Number of students tested	2	2	7	11	11
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested	2	1	0	0	0
6. Two Or More Races					
Meets or Exceeds					
Exceeds					
Number of students tested	2	0	0	0	0
NOTES:					
<p>STARS (Math) Assessment Given 2006-2007; 2007-2009; 2008-2009, 2009-2010: District STARS data was not disaggregated by percent proficient and percent advanced. A combined percent was reported for students who were proficient or advanced. A portion of the score entered may in fact be in the advanced range, but there is no specific data to report that actual amount. Two or More Races: This subgroup was not reported prior to 2010-2011. It is however our largest subgroup for the latest school year.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NeSA-R/STARS

Edition/Publication Year: Varies (See Note) Publisher: NDE/LPS

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
SCHOOL SCORES					
Meets/Exceeds	100	84	100	83	93
Exceeds	47	5	10	0	0
Number of students tested	15	19	20	30	27
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	94	100	76	91
Exceeds	42	6	13	0	0
Number of students tested	12	17	10	21	22
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	4	2	5	4
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	3	1	3	4
4. Special Education Students					
Meets/Exceeds				64	
Exceeds				0	
Number of students tested	2	3	7	11	5
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	1	0	0	0
6. Two Or More Races					
Meets/Exceeds					
Exceeds					
Number of students tested	2	0	0	0	0
NOTES:					
STARS (Reading) Assessment Given 2006-2007; 2007-2009; 2008-2009: District STARS data was not disaggregated by percent proficient and percent advanced. A combined percent was reported for students who were proficient or advanced. A portion of the score entered may in fact be in the advanced range, but there is no specific data to report that actual amount. Two or More Races: This subgroup was not reported prior to 2010-2011. It is however our largest subgroup for the latest school year.					

12NE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	90	100	89	79	79
Exceeds	22	11	1	0	0
Number of students tested	54	59	55	85	83
Percent of total students tested	100	100	100	97	97
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	87	100	90	76	76
Exceeds	15	8	2	0	0
Number of students tested	39	46	44	67	62
2. African American Students					
Meets/Exceeds				61	55
Exceeds				0	0
Number of students tested	5	5	9	13	9
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6	7	4	6	7
4. Special Education Students					
Meets/Exceeds			88	66	66
Exceeds			0	0	0
Number of students tested	8	8	17	30	30
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	2	0	0	0
6.					
Meets/Exceeds					
Exceeds					
Number of students tested	5	0	0	0	0
NOTES:					

12NE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	98	89	96	79	78
Exceeds	35	29	12	0	0
Number of students tested	54	57	55	84	84
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	90	97	77	75
Exceeds	36	19	13	0	0
Number of students tested	39	41	38	66	63
2. African American Students					
Meets/Exceeds		100		69	
Exceeds		19		0	
Number of students tested	5	10	8	13	9
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6	7	3	6	8
4. Special Education Students					
Meets/Exceeds	100	88			
Exceeds	25	44	5	0	0
Number of students tested	8	9	17	30	25
5. English Language Learner Students					
Meets/Exceeds	100	100	0	0	0
Exceeds	33	0	0	0	0
Number of students tested	3	2	0	0	0
6.					
Meets/Exceeds		0	0	0	0
Exceeds		0	0	0	0
Number of students tested	5	0	0	0	0
NOTES:					

12NE1