ALCOTT ELEMENTARY

Profile
Compiled 2014

HASTINGS PUBLIC SCHOOLS
Assuring the essential. Expanding the possible.

Alcott Elementary
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Mission:

"Our fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens."

Motto:

Assuring the Essential. Expanding the Possible.

Mr. Lawrence Tunks, Principal

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Alcott Elementary Description

Alcott Elementary is located on the east side of Hastings, Nebraska. It is one of six elementary schools in the Hastings Public Schools District. The Hastings Public School District serves a geographical area of approximately 16 square miles and is considered a Class III District by the Nebraska Department of Education. The city of Hastings, and the surrounding area, includes two private parochial schools (one a K-8 system and the other a K-12 system), and a Class III school district, Adams Central, on the outer edge of the city. Hastings is also the home of Hastings College, a four-year liberal arts college, and Central Community College - Hastings Campus, located just east of the city.

Alcott Elementary serves approximately 300 students in grades pre-kindergarten through fifth grade. Alcott is a school-wide Title I building. Alcott has focused for several years on improving student's reading performance. Work has been undertaken to assist students as early as possible and to provide each student with direct assistance. As such, specialists (physical education, music, and art) are valuable members of similar responsibility teams and work collaboratively with regular classroom teachers to improve students' reading performance. Alcott has also focused on improving student's math performance with direct and explicit instruction and a variety of strategies and interventions.

Special services, embedded in the Hastings Public Schools and at Alcott Elementary would include: English Language Learners (ELL), Special Education, and Title I. These time periods are built into each grade-level schedule separately to prevent students from missing core instruction. At times, this allows students to receive core instruction multiple times in the day.

Alcott Elementary currently employs approximately 50 staff members. Approximately 30 of the staff members are certified teachers, while the remaining staff are composed of an administrator, custodians, para-educators, and secretaries. Certificated and classified staff members are very active in the community and support the district's Mission and Vision as they work for the Hastings Public Schools.

The Hastings Public Schools has an annual budget of approximately $38,000,000, but continues to be revenue challenged. As such, the yearly budget for Alcott Elementary is approximately $40,000 annually. This budget is used to purchase various supplies, provide staff development, and purchase programs to assist student learning. As long as HPS remains dependent on the state aid formula and its changes, budgeting year to year will always be a challenge. The Hastings Public Schools also will need to continue to plan for additional space to address the potential growth in student population. Continuing to support both the Mission and Vision of the District through all programs is a challenge for the District, building, community, and its leaders.

Students and Their Performance

Data Collection Instruments

Student
- *Enrollment*
- *Demographic*

Performance: Criterion-Referenced Tests
- *Reading (Nebraska State Accountability—Reading)*
  - *Grade 3-5 (with subgroups)*
- *Mathematics (Nebraska State Accountability-Math)*
  - *Grades 3-5 (with subgroups)*
- *Science (Nebraska State Accountability-Science)*
  - *Grades 5 (with subgroups)*
- *Writing (Nebraska State Accountability—Writing)*
  - *Grade 4 (with subgroups)*

Performance: Norm-Referenced Tests
- *Reading & Math*
  - *Grades 3 MAP*
  - *Grades 3 CogAT*

Performance: Curriculum-Based Measurement
- *Reading (DIBELS-Reading)*
  - *Grades K-5*

Survey: Gallup Hope, Engagement, and Well-Being
- *Grade 5*

Key: *ELL = English Language Learners*
FR = Free & Reduced Lunch
Sped = Special Education
HAL = High Ability Learners
Gr = Grade

Analysis of Data

Analysis of data from multiple sources occurs on a daily basis at Alcott Elementary during individual grade-level meetings, similar responsibility teams, and planning periods. Primary sources of data include district benchmark assessments in both Language Arts and Mathematics. Other primary sources of data include written and cumulative assessments in Language Arts and Mathematics. Feedback from each grade-level meeting contains data analysis based on these assessments.

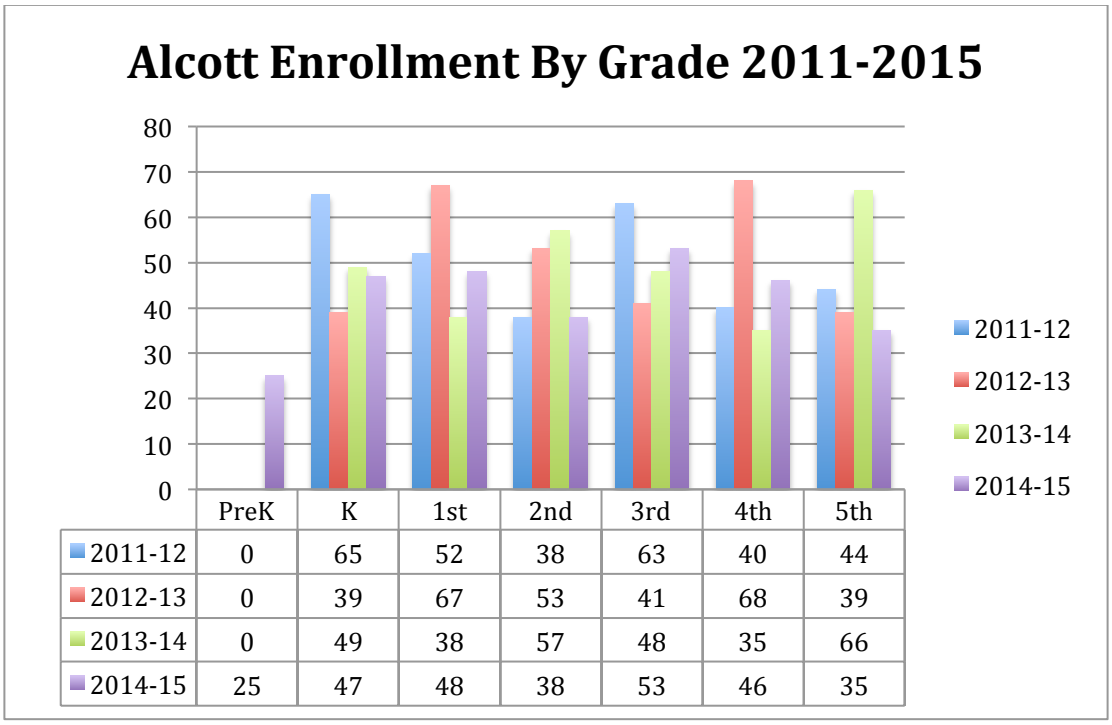
Certified staff at Alcott Elementary are also proficient in analyzing data from DIBELS, a curriculum-based measurement that provides staff information regarding students' basic literacy skills. These skills are progress monitored on a weekly, bi-monthly, monthly, quarterly, or semester schedule that is based on students' proficiency levels.

Once a month, the building administrator and instructional facilitator utilizes eDoctrina to gather and interpret data as well as align data based on state standards. With this information, teachers are given specific and explicit feedback about what skills students know and do not know. By utilizing this data, teachers are able to adjust their instruction based on student skill levels.

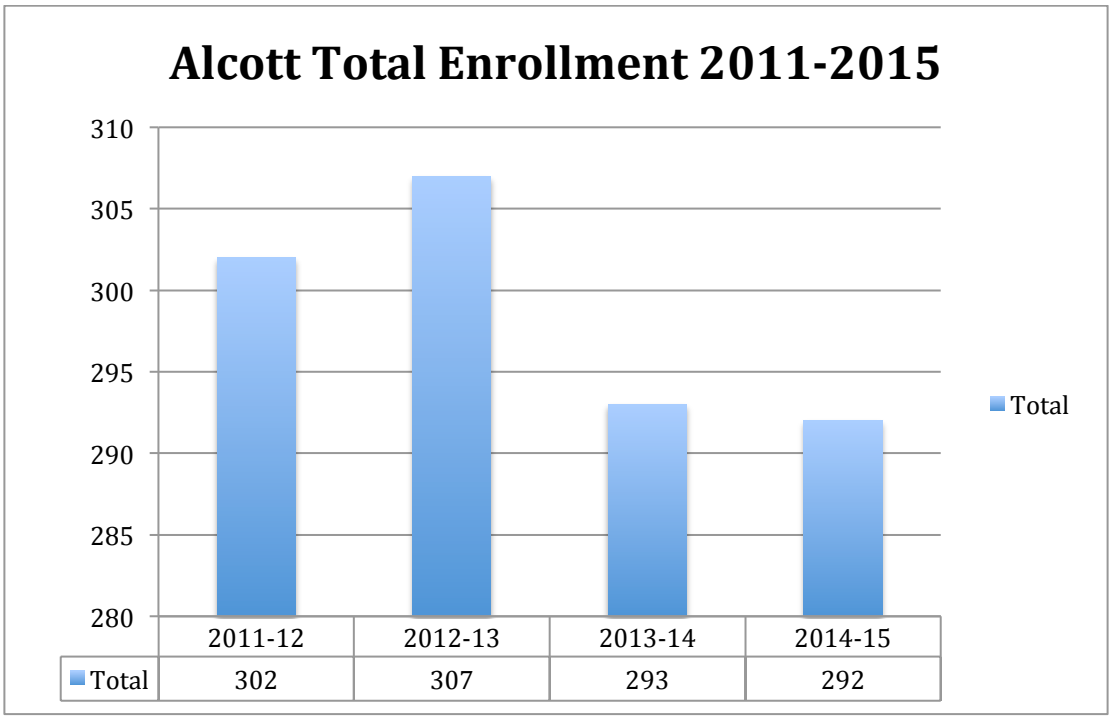
Throughout the school year, multiple opportunities are provided to staff during PLCs and professional developments to examine data, align the data to state standards, and to strategically plan instruction by identifying critical content and vocabulary to enhance instruction.

Presentation of Data

Overall enrollment has remained relatively consistent over the past four years. Typically the enrollment changes reflect the addition or subtraction of a section in a particular grade. As shown in the enrollment data, Alcott had its highest number of students in the 2012-13 school year. Overall enrollment at Alcott Elementary tends to be approximately 300 students due to the size of the physical plant.

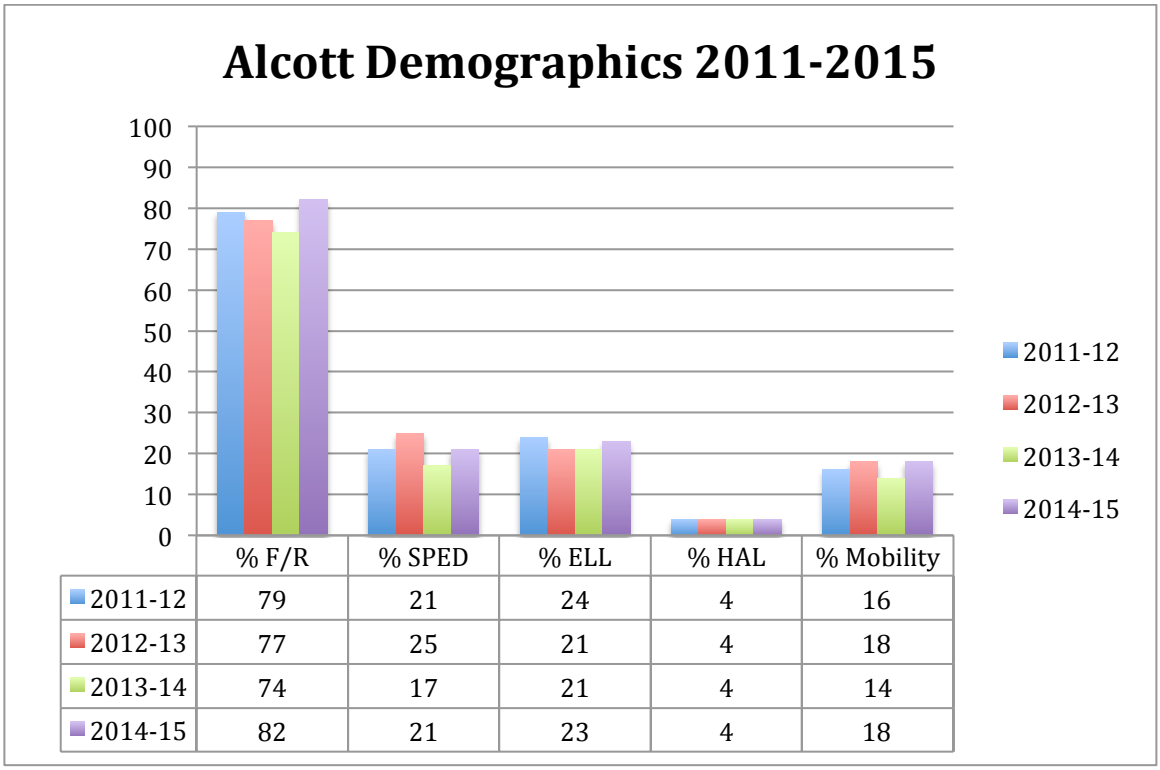


	PreK	K	1st	2nd	3rd	4th	5th
2011-12	0	65	52	38	63	40	44
2012-13	0	39	67	53	41	68	39
2013-14	0	49	38	57	48	35	66
2014-15	25	47	48	38	53	46	35



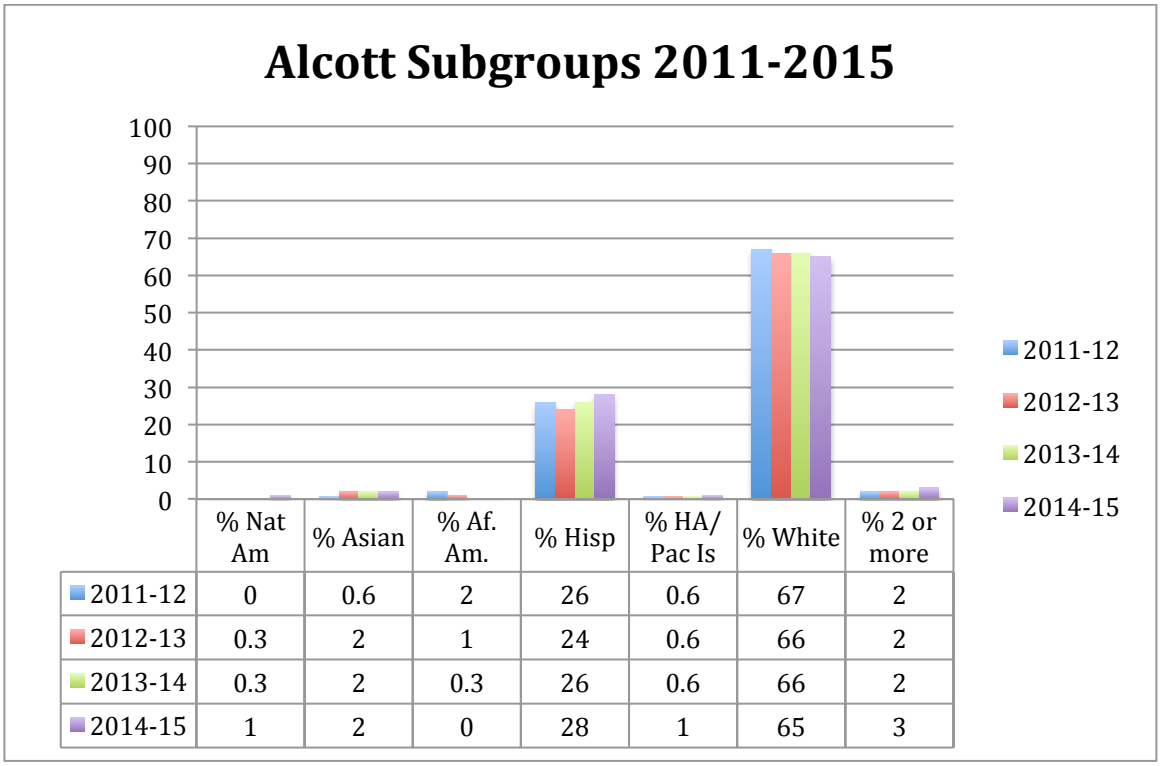
	2011-12	2012-13	2013-14	2014-15
Total	302	307	293	292

While enrollment has remained fairly stable due the physical size and number of classrooms at Alcott, the percent of high-needs students (Special Education and Free and Reduced) has remained higher than the district and state average. The percentage of identified HAL students has remained constant. SPED and ELL percentages have remained relatively high compared to district and state averages.



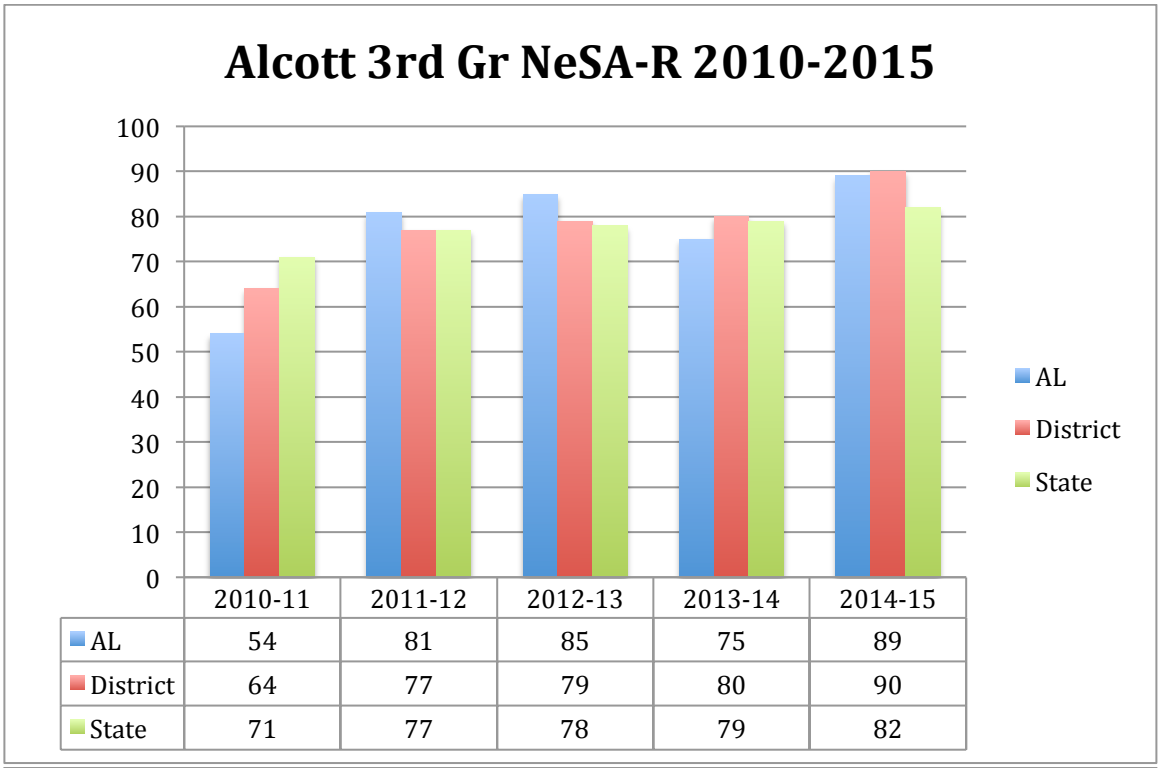
	% F/R	% SPED	% ELL	% HAL	% Mobility
2011-12	79	21	24	4	16
2012-13	77	25	21	4	18
2013-14	74	17	21	4	14
2014-15	82	21	23	4	18

Alcott Elementary subgroups contain a variety of students from diverse ethnic backgrounds. Primarily, the majority of students are registered as Caucasian or white. This has remained relatively stable over the past four years at approximately 66% of the student population. The second highest percentage of students are registered as Hispanic. The overall population of Hispanic students has been consistent at approximately 25% or higher of the student population.

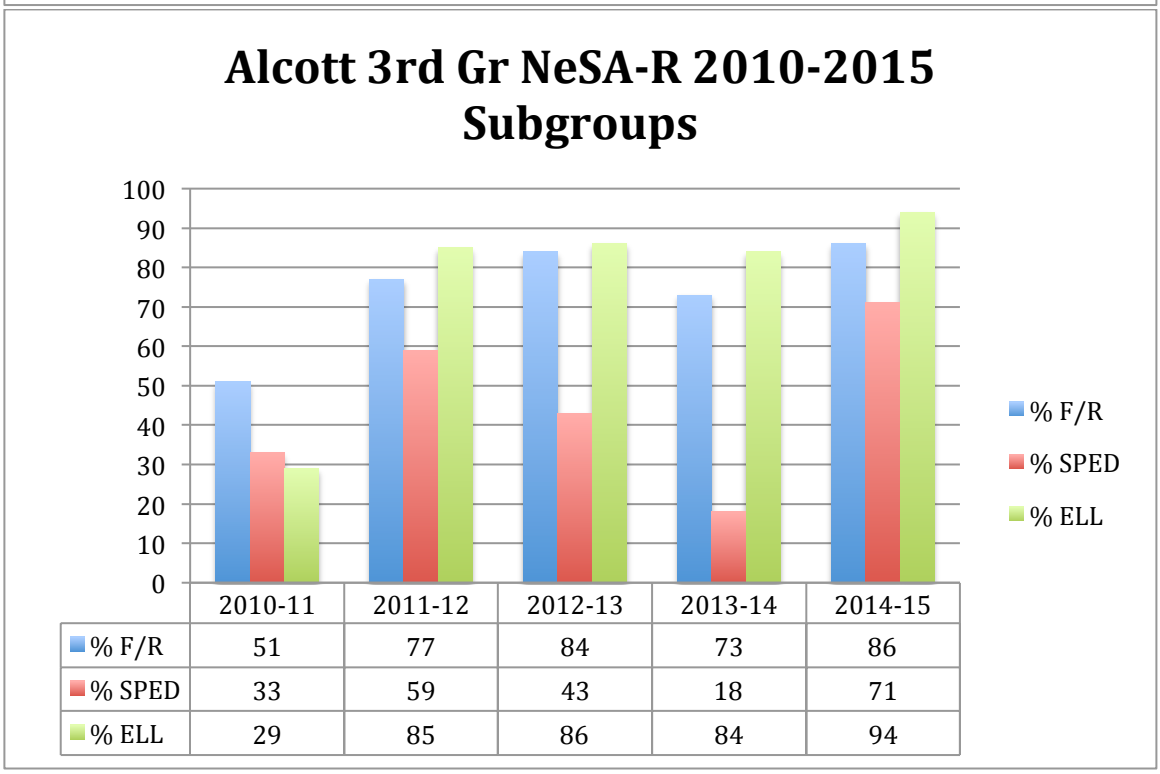


	% Nat Am	% Asian	% Af. Am.	% Hisp	% HA/ Pac Is	% White	% 2 or more
2011-12	0	0.6	2	26	0.6	67	2
2012-13	0.3	2	1	24	0.6	66	2
2013-14	0.3	2	0.3	26	0.6	66	2
2014-15	1	2	0	28	1	65	3

When examining data over the past four years, Alcott Elementary 3rd graders have improved significantly compared to the 2010-11 school year. During the first and second year of NeSA-R, Alcott 3rd graders performed lower than the district and state averages. However, due to more explicit instruction and progress monitoring based on student data, Alcott 3rd graders have made significant improvements, scoring near or higher than their grade-level peers throughout the district and the state with a slight decrease in the 2013-14 school year and an increase in the 2014-15 school year.

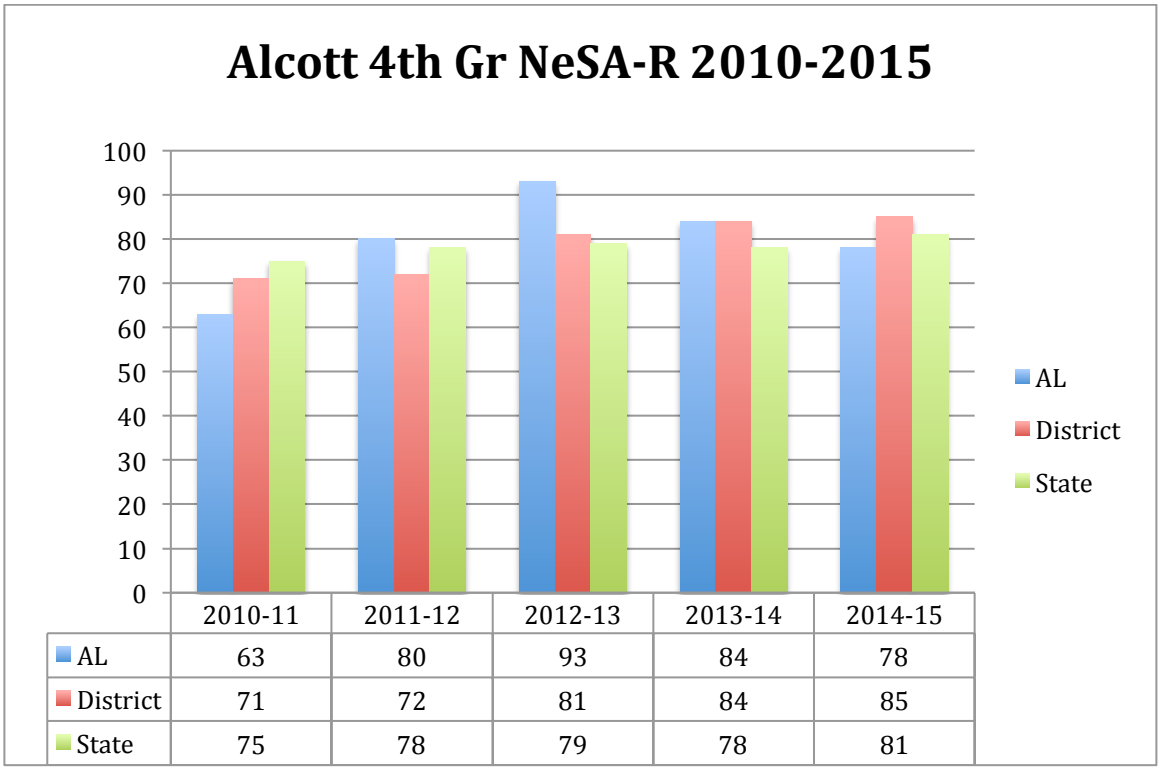


	2010-11	2011-12	2012-13	2013-14	2014-15
AL	54	81	85	75	89
District	64	77	79	80	90
State	71	77	78	79	82

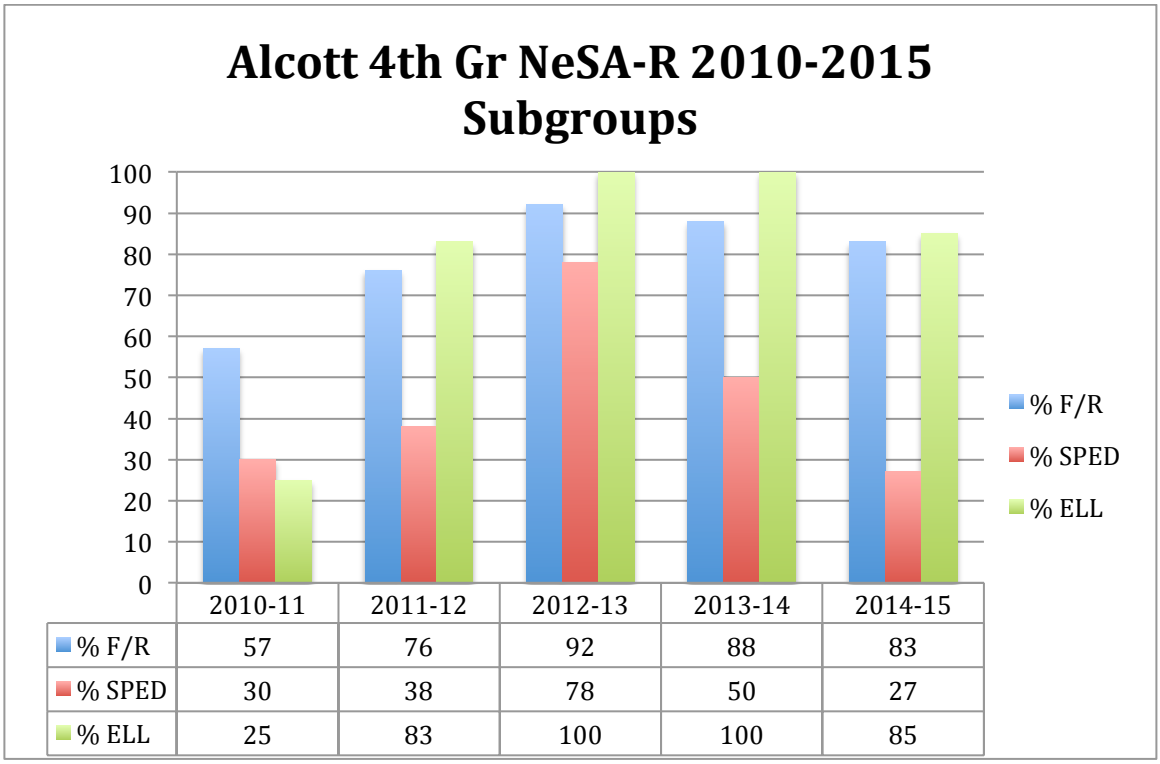


	2010-11	2011-12	2012-13	2013-14	2014-15
% F/R	51	77	84	73	86
% SPED	33	59	43	18	71
% ELL	29	85	86	84	94

Over the course of five years of NeSA-R testing, Alcott Elementary 4th grades have made significant improvements with some fluctuations. In 2010 and 2014, Alcott 4th graders performed lower than their peers across the district and state. With in-depth training in progress monitoring and explicit instruction for classroom teachers, Alcott 4th graders have shown significant improvements on NeSA-R, outperforming their grade level peers across the district and state in some years. There has been a large increase of ELL students proficient compared to 2010.

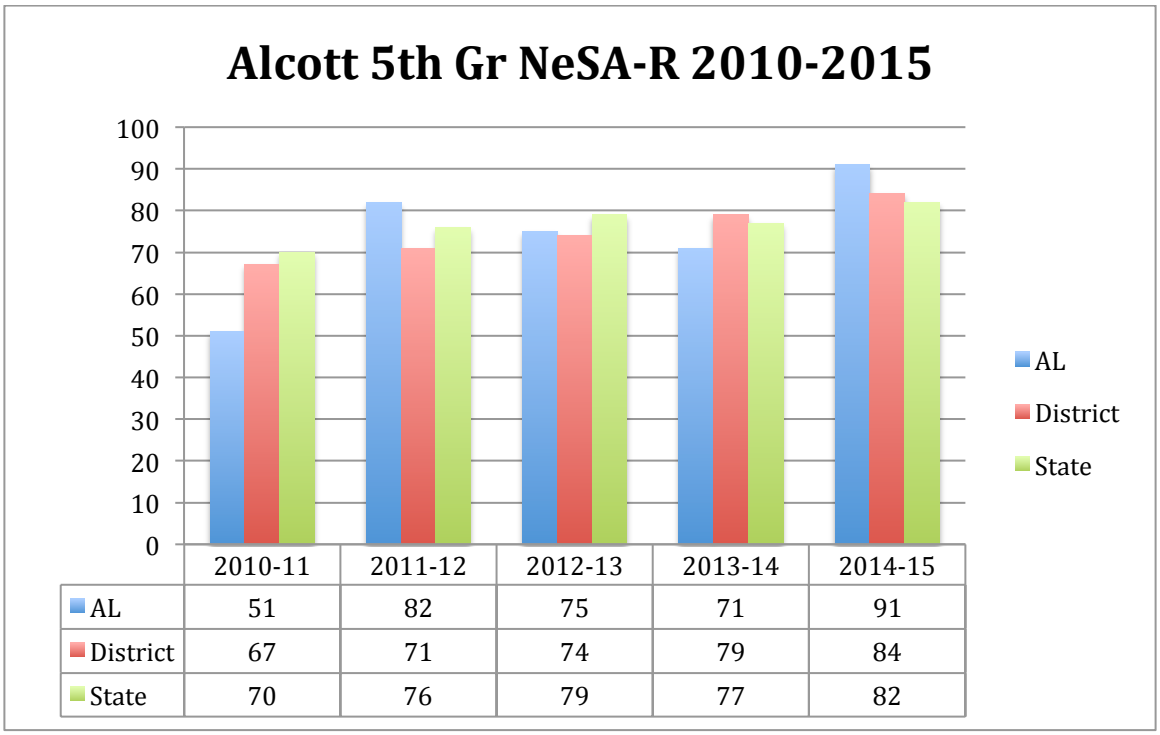


	2010-11	2011-12	2012-13	2013-14	2014-15
AL	63	80	93	84	78
District	71	72	81	84	85
State	75	78	79	78	81

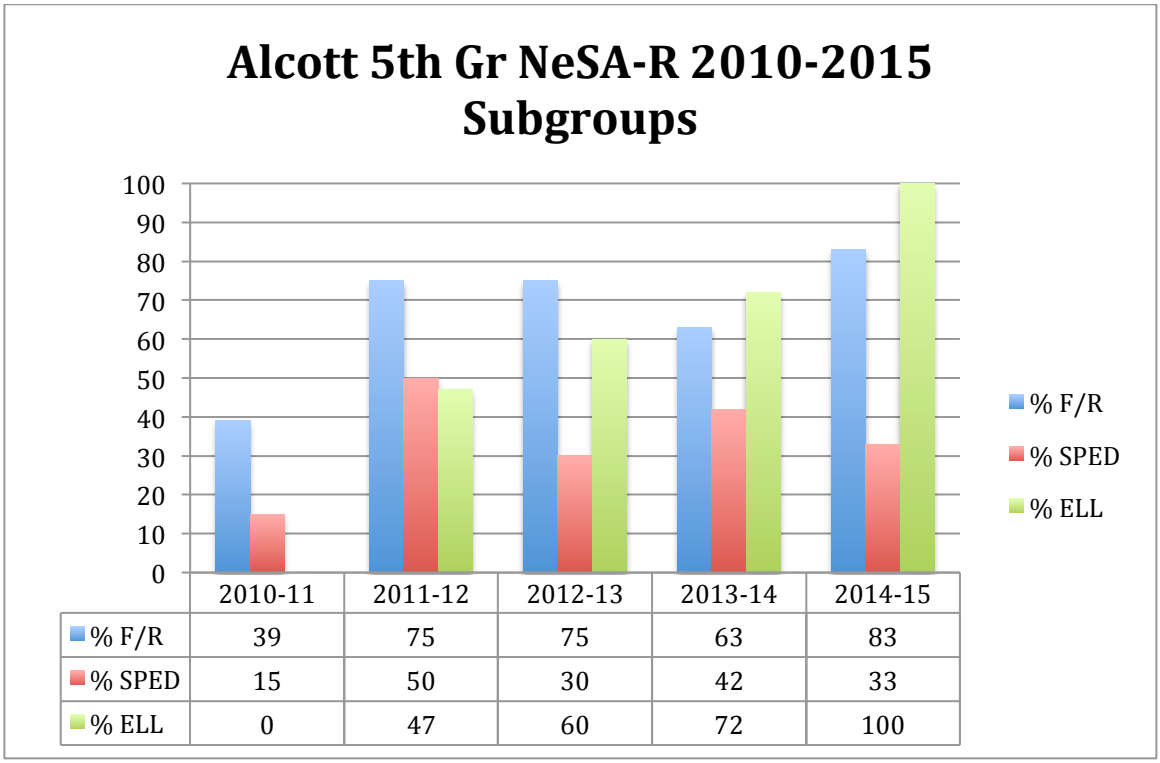


	2010-11	2011-12	2012-13	2013-14	2014-15
% F/R	57	76	92	88	83
% SPED	30	38	78	50	27
% ELL	25	83	100	100	85

Over the course of the past five years, Alcott Elementary 5th graders have shown significant growth on NeSA-R. In 2010 and 2011, Alcott 5th graders performed lower than their grade level peers across the district and the state. Teachers were trained in progress monitoring and explicit instruction over the past three years. This has had a tremendous impact on instruction and student learning. As seen in the data over the past five years, Alcott Elementary 5th graders have performed as well or better than their peers across the district and the state with a slight decrease in the 2013-14 school year and an increase in 2014-15. Significant growth has occurred with ELL students.

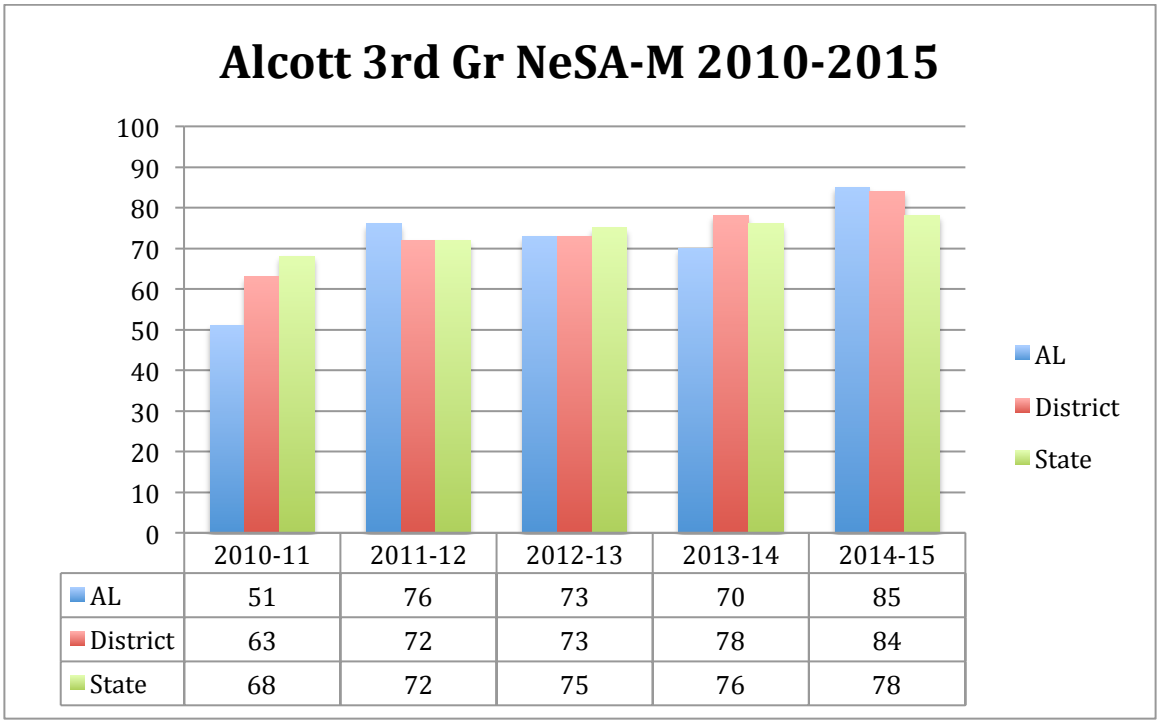


	2010-11	2011-12	2012-13	2013-14	2014-15
AL	51	82	75	71	91
District	67	71	74	79	84
State	70	76	79	77	82

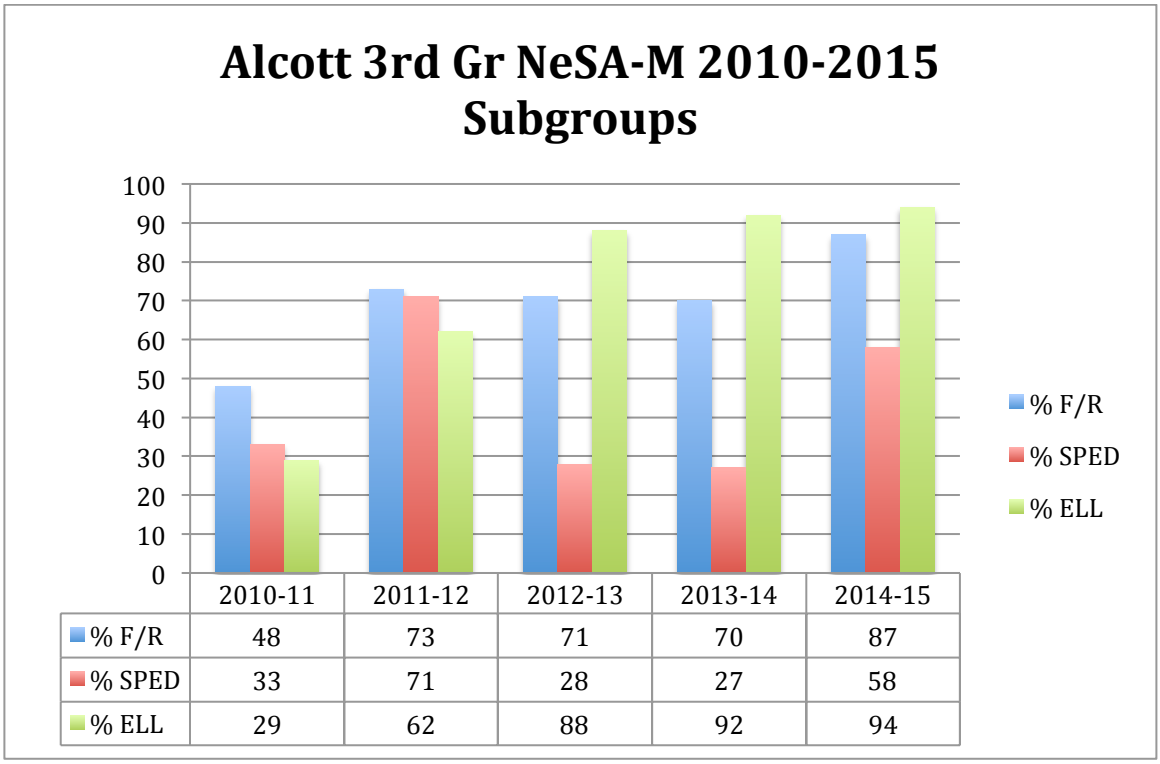


	2010-11	2011-12	2012-13	2013-14	2014-15
% F/R	39	75	75	63	83
% SPED	15	50	30	42	33
% ELL	0	47	60	72	100

Alcott Elementary has shown progress in NeSA-M in the 3rd grade. When NeSA-M was introduced during the 2010-11 school year, Alcott 3rd graders performed lower than their grade level peers across the district and state. In the next two years, there was significant growth compared to where they were the first year. Alcott Elementary did see a slight decrease in the 2013-14 school year with a significant increase in 2014-15. The percentage of ELL students proficient has increased each year.

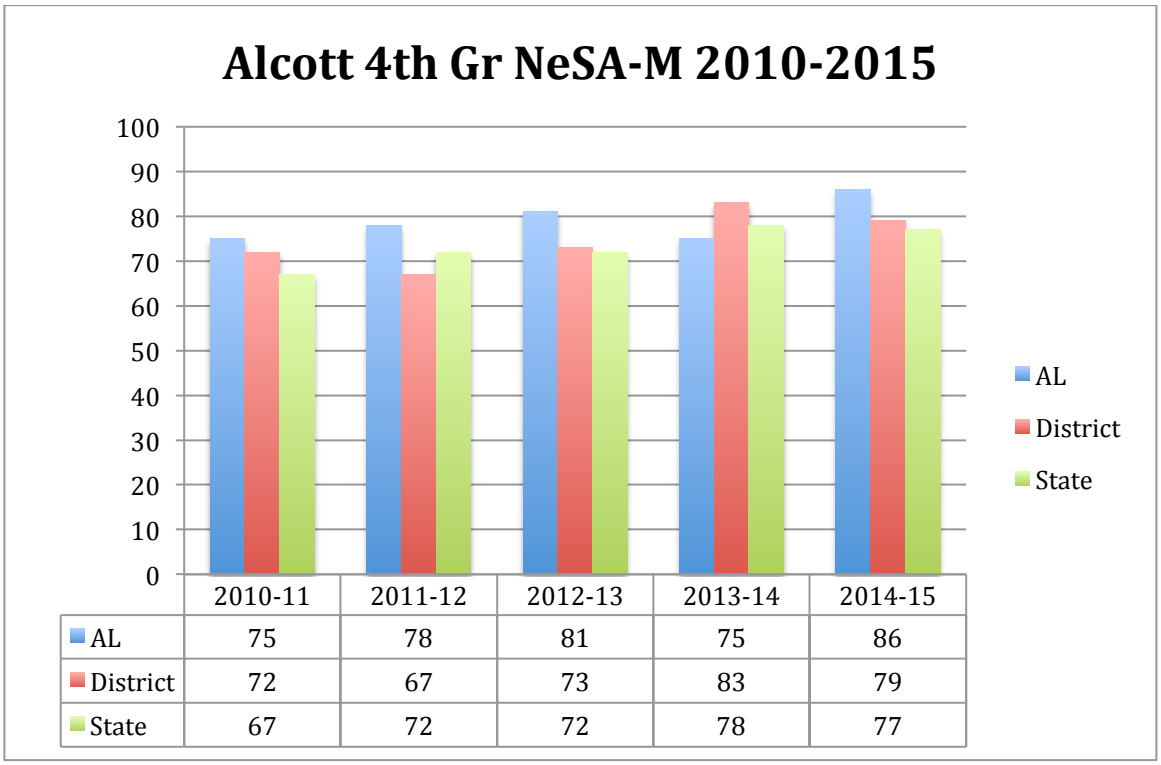


	2010-11	2011-12	2012-13	2013-14	2014-15
AL	51	76	73	70	85
District	63	72	73	78	84
State	68	72	75	76	78

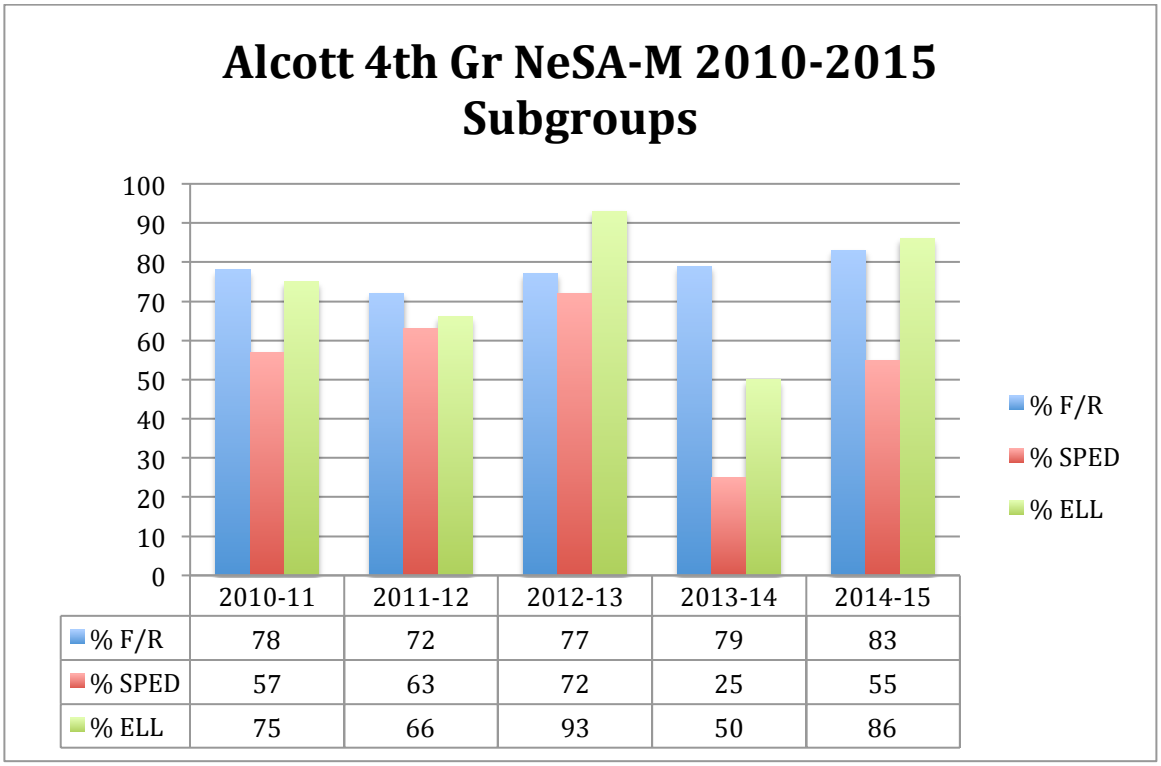


	2010-11	2011-12	2012-13	2013-14	2014-15
% F/R	48	73	71	70	87
% SPED	33	71	28	27	58
% ELL	29	62	88	92	94

In the past three years of NeSA-M testing, Alcott 4th graders have performed well when compared to their grade level peers across the district and state. Data shows that not only have they performed higher than their grade level peers across the district and the state, but that they have also shown improvement each year except for the 2013-14 school year with an increase in 2014-15.

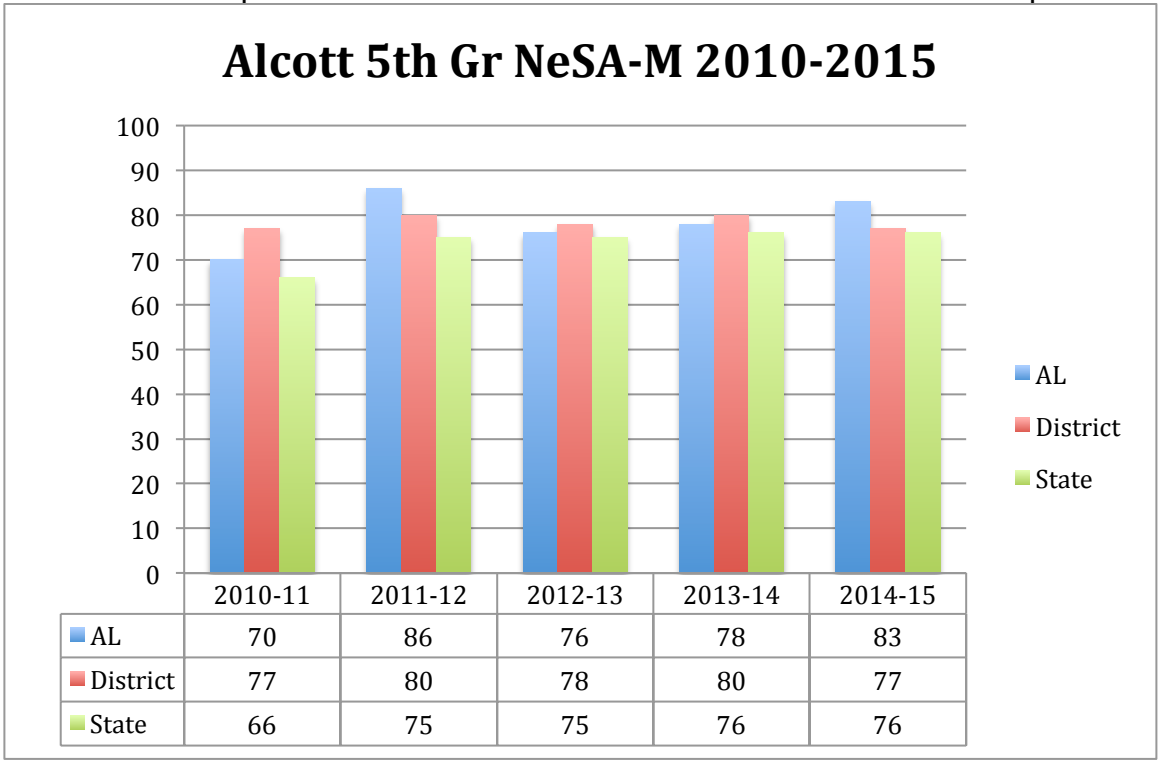


	2010-11	2011-12	2012-13	2013-14	2014-15
AL	75	78	81	75	86
District	72	67	73	83	79
State	67	72	72	78	77

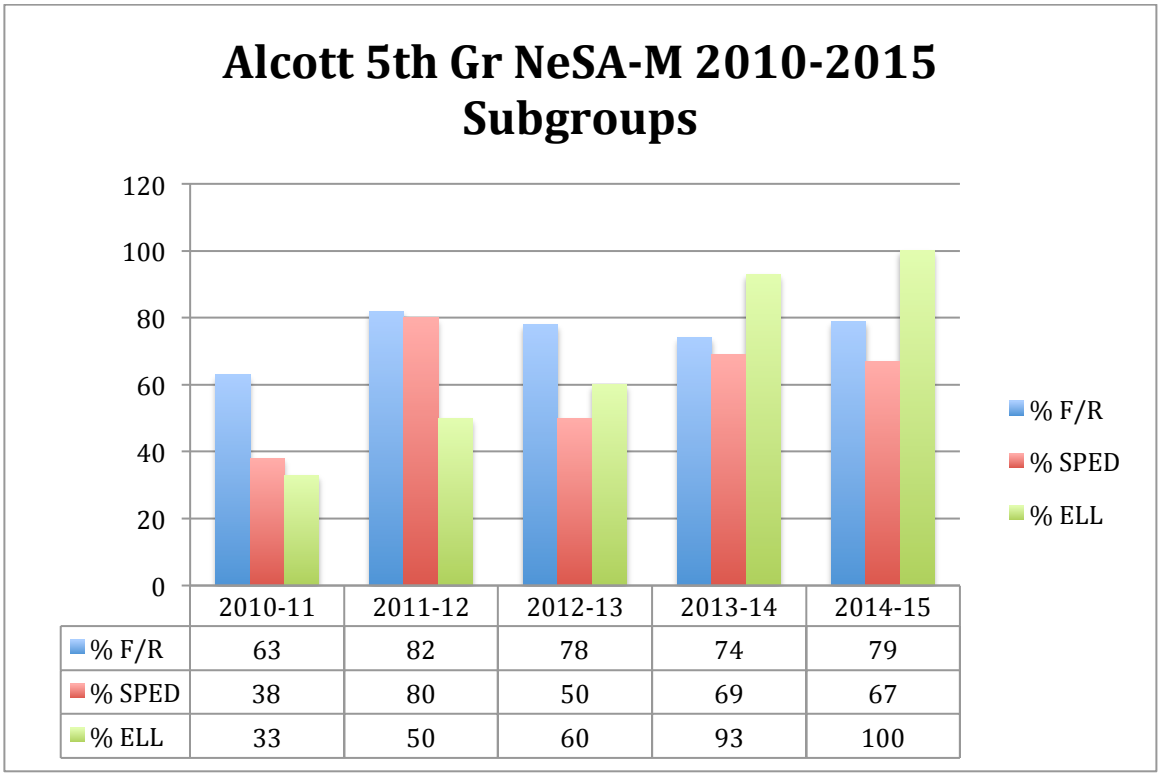


	2010-11	2011-12	2012-13	2013-14	2014-15
% F/R	78	72	77	79	83
% SPED	57	63	72	25	55
% ELL	75	66	93	50	86

Alcott 5th graders have shown to perform as well as compared to their grade level peers from across the state on NeSA-M over the past three years. When compared to their grade level peers from across the district, Alcott 5th graders performed significantly lower than their grade level peers in the 2010-11 school year. In the 2011-12 school year, Alcott 5th graders performed better than their grade level peers. In the 2012-13 school year, there was a decrease in the percentage of students who were proficient and then showed a slight increase in 2013-14 and 2014-15. It is important to note the increase of SPED and ELL students proficient each year.

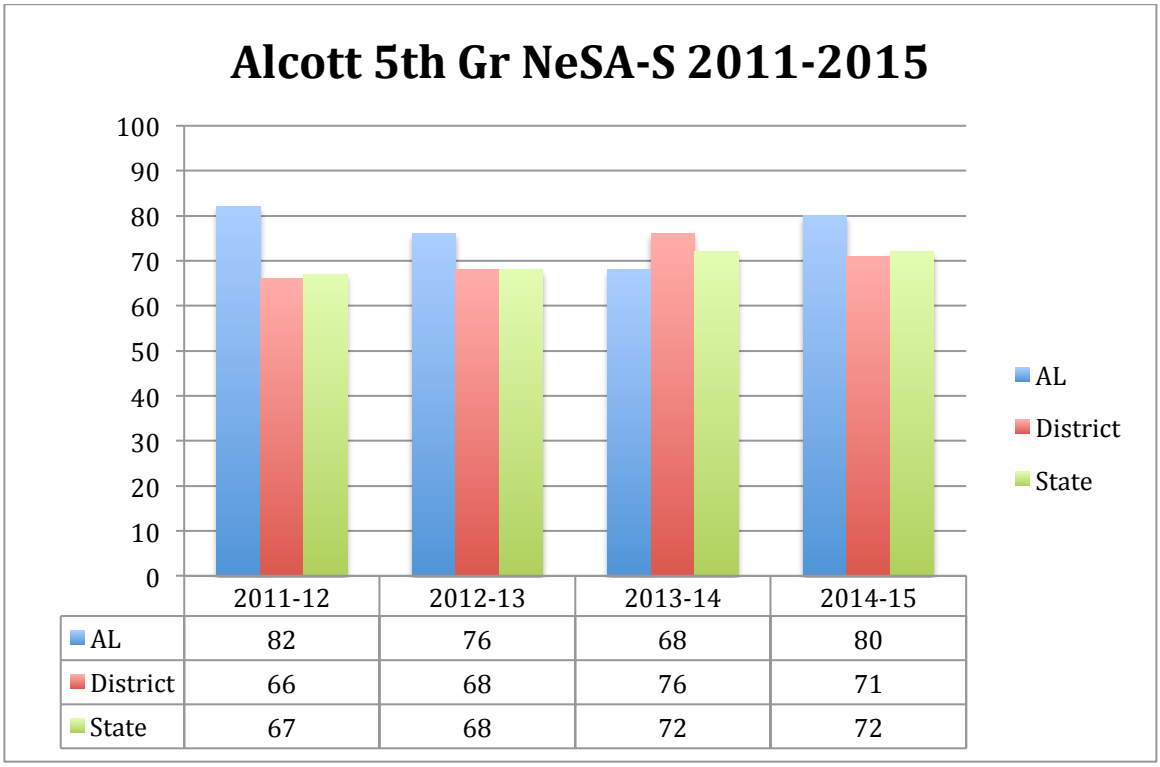


	2010-11	2011-12	2012-13	2013-14	2014-15
AL	70	86	76	78	83
District	77	80	78	80	77
State	66	75	75	76	76

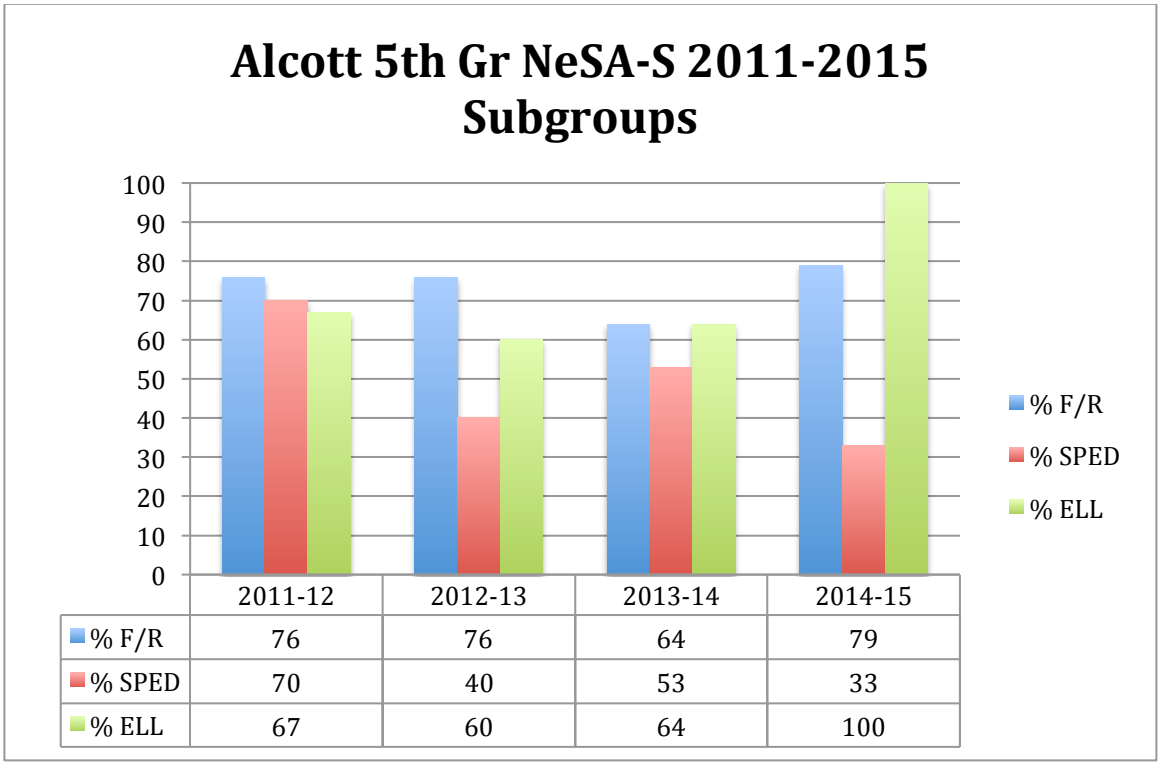


	2010-11	2011-12	2012-13	2013-14	2014-15
% F/R	63	82	78	74	79
% SPED	38	80	50	69	67
% ELL	33	50	60	93	100

In the first two years of NeSA-S testing, Alcott Elementary 5th grade students performed higher than their district and state grade level peers. When examining the data, there was a slight decrease in the percentage of students proficient on NeSA-S in 2013-14 school year and an increase in 2014-15. It is important to note the increase in the number of SPED and ELL students proficient each year.

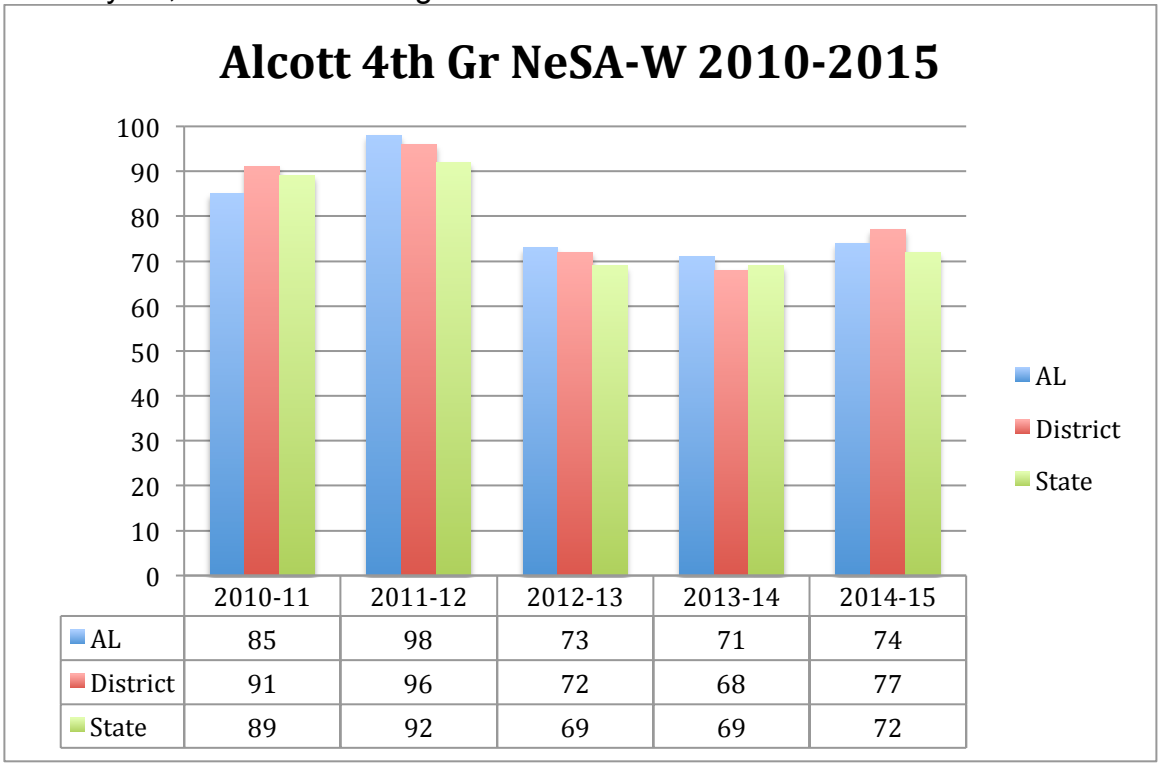


	2011-12	2012-13	2013-14	2014-15
AL	82	76	68	80
District	66	68	76	71
State	67	68	72	72

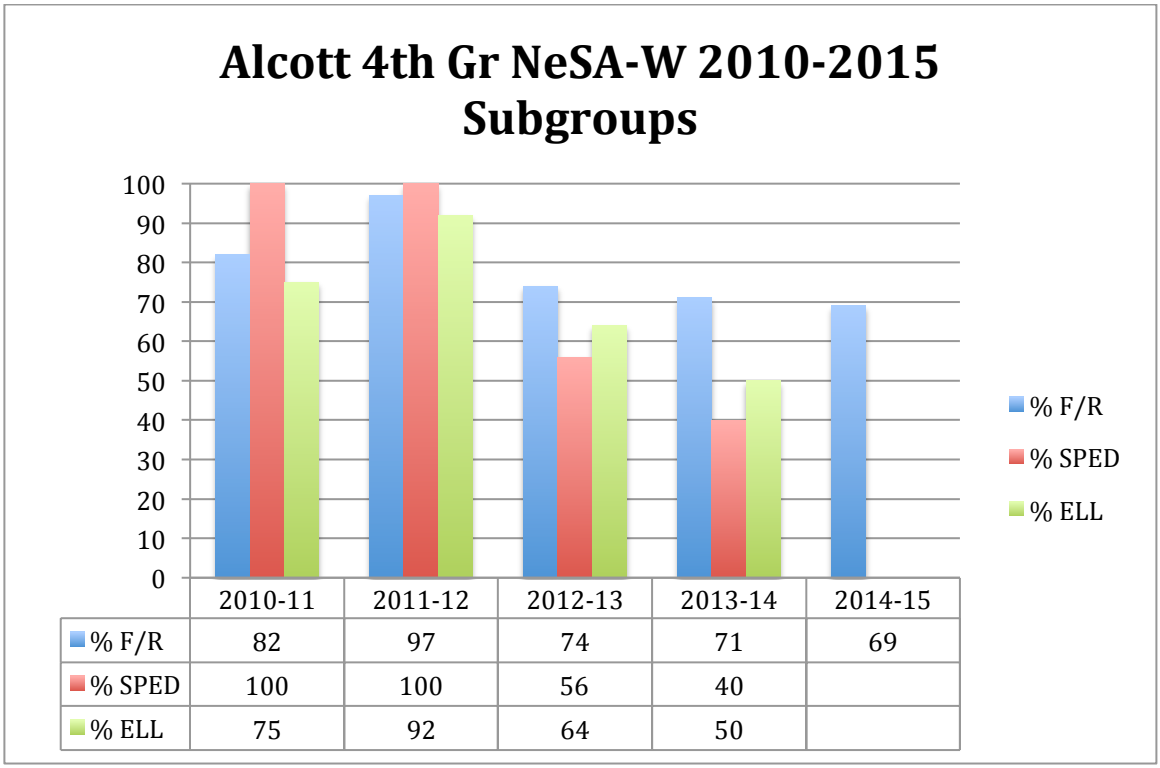


	2011-12	2012-13	2013-14	2014-15
% F/R	76	76	64	79
% SPED	70	40	53	33
% ELL	67	60	64	100

In the past four years, Alcott 4th graders have performed as well or better than their grade level peers in the district and in the state on NeSA-W. It is important to note that in the 2012-13 school year, there were changes in how NeSA-W was scored at the state level.

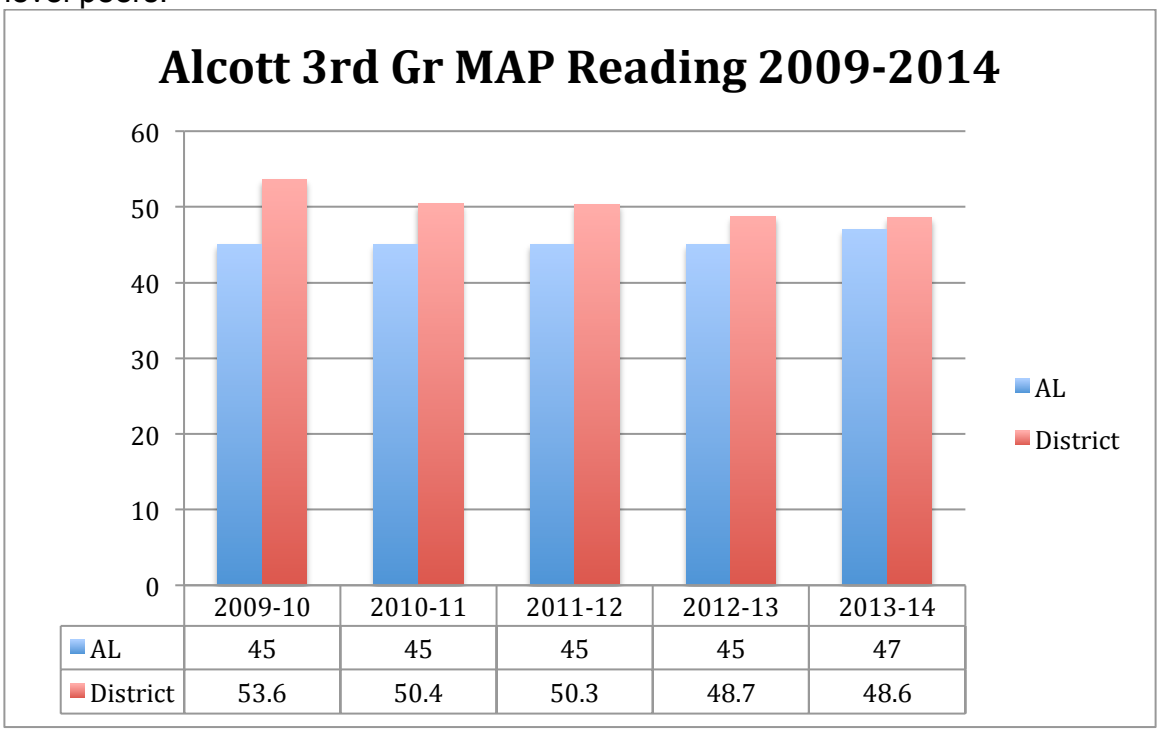


	2010-11	2011-12	2012-13	2013-14	2014-15
AL	85	98	73	71	74
District	91	96	72	68	77
State	89	92	69	69	72



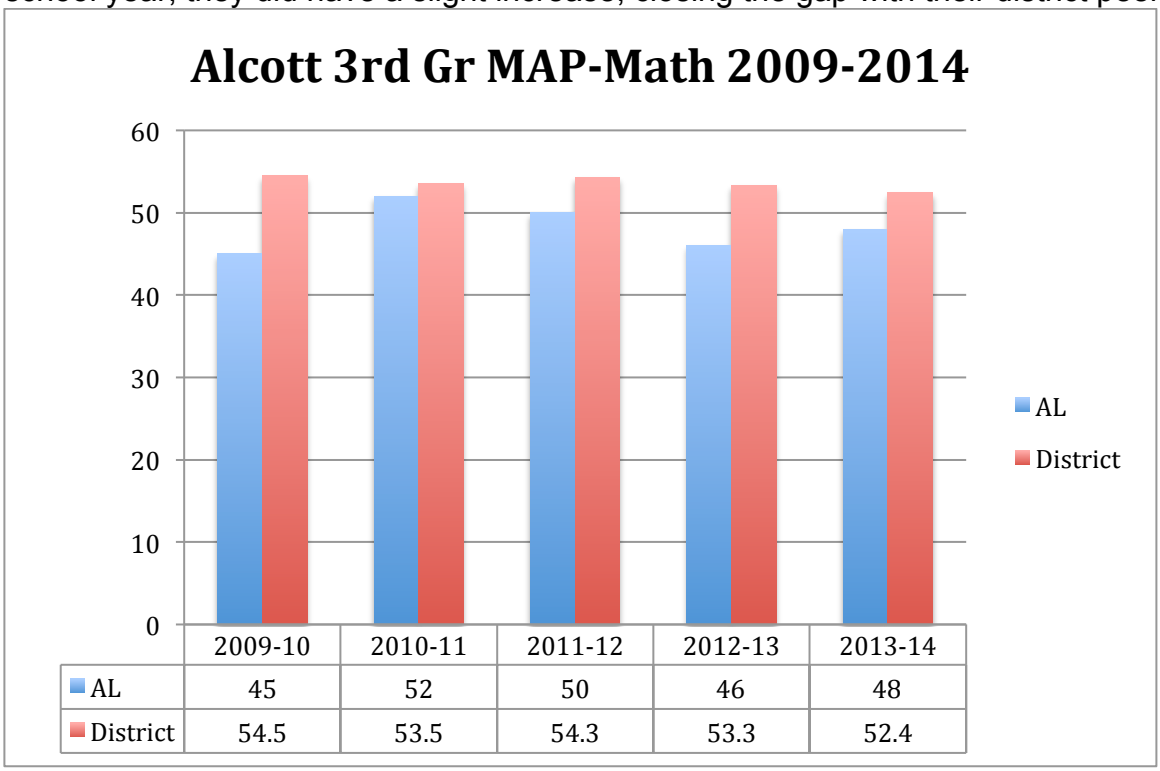
	2010-11	2011-12	2012-13	2013-14	2014-15
% F/R	82	97	74	71	69
% SPED	100	100	56	40	
% ELL	75	92	64	50	

When examining the 3rd grade MAP Reading (Norm-Referenced test) results, Alcott Elementary has been relatively stable, however, scoring lower than their grade-level peers across the district. In the 2013-14 school year, Alcott 3rd graders narrowed the gap between their grade-level peers.



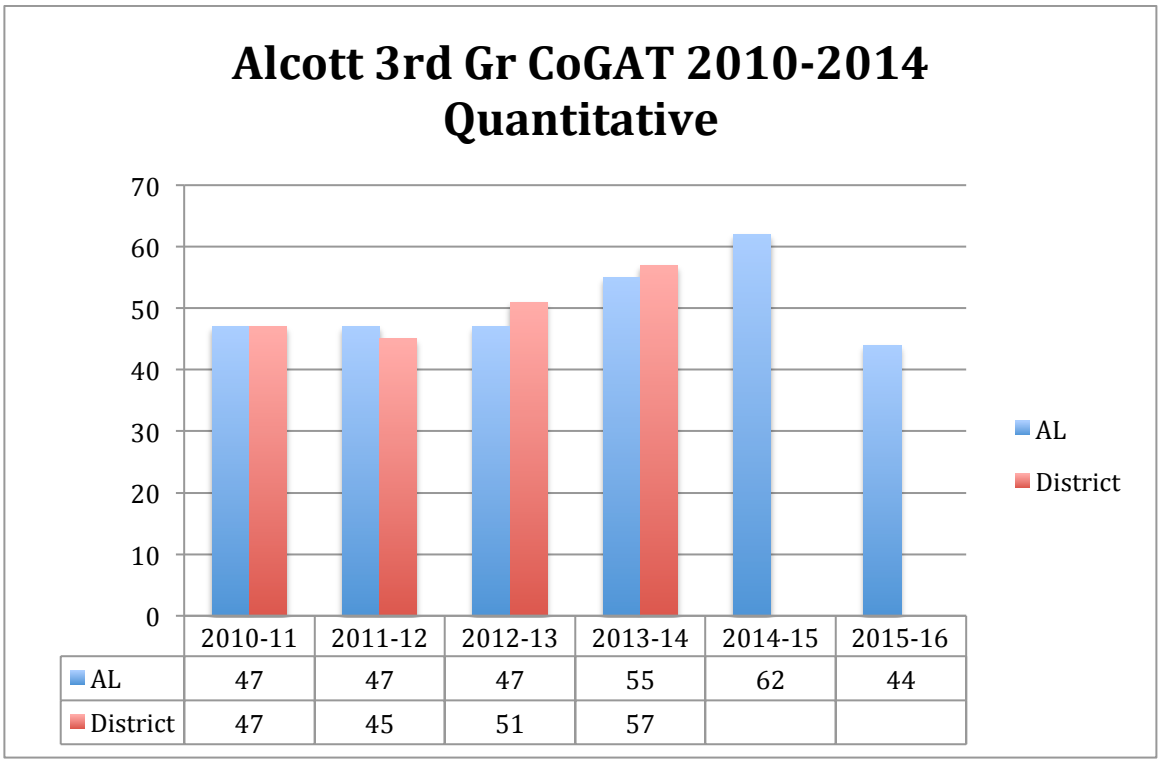
	2009-10	2010-11	2011-12	2012-13	2013-14
AL	45	45	45	45	47
District	53.6	50.4	50.3	48.7	48.6

Alcott 3rd graders have scored lower than their 3rd grade peers across the district on MAP-Math. During the 2012-13 school year, Alcott saw a decrease in performance. During the 2013-14 school year, they did have a slight increase, closing the gap with their district peers.



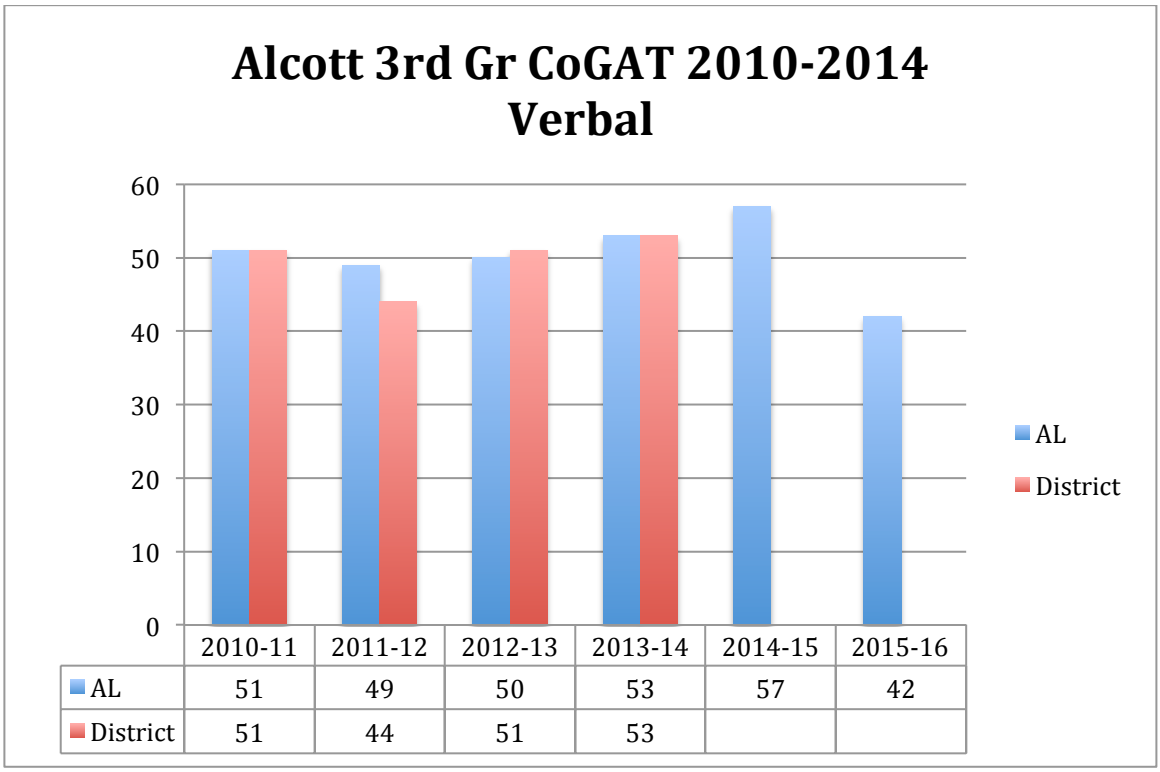
	2009-10	2010-11	2011-12	2012-13	2013-14
AL	45	52	50	46	48
District	54.5	53.5	54.3	53.3	52.4

Through the 2010-2012 school years, Alcott 3rd grade students remained consistent on the CoGAT (Norm Referenced test) Quantitative portion. During this time, they remained close to the district average of other 3rd grade students. In the 2013-14 school year, Alcott 3rd grade students had a significant increase but remained slightly lower than their district peers.



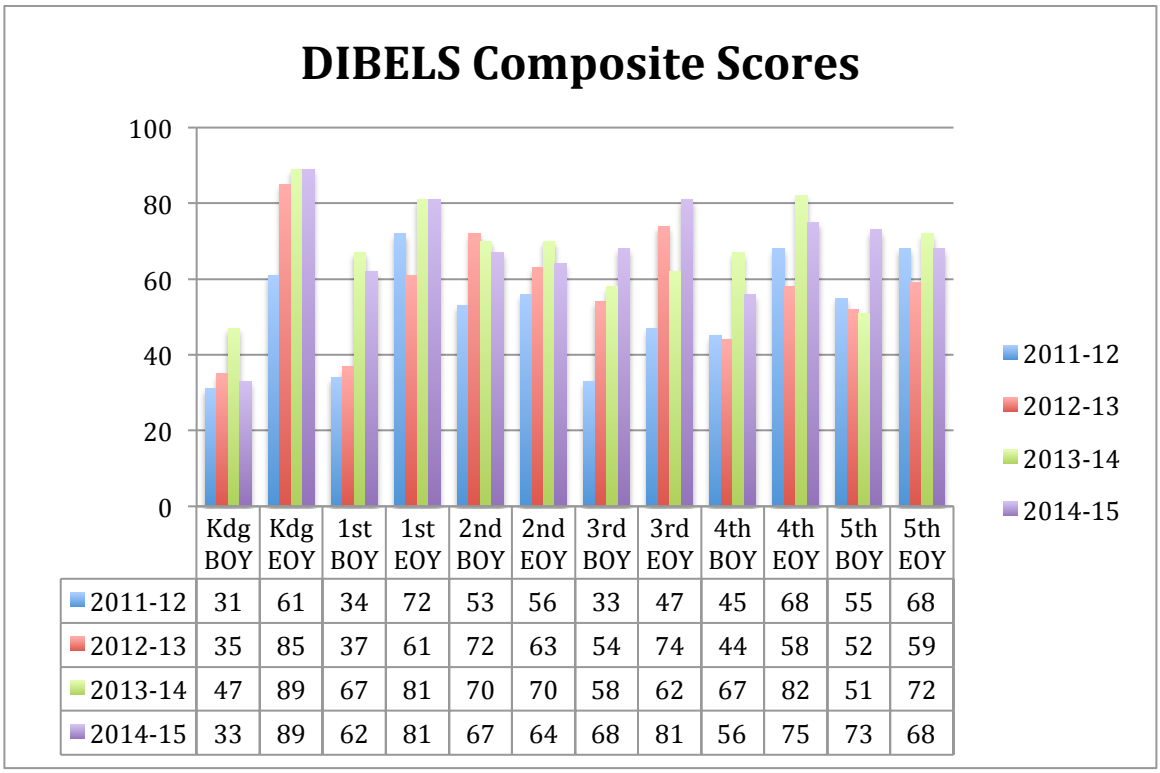
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
AL	47	47	47	55	62	44
District	47	45	51	57		

Alcott 3rd graders have remained higher or equal to their grade-level peers across the district in the verbal subtest of CoGAT. Since the 2011 school year, Alcott 3rd graders have made a slight increase each year.



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
AL	51	49	50	53	57	42
District	51	44	51	53		

When examining DIBELS data over the past four years, Alcott students have made significant gains in the end of the year composite score. Staff members were trained in explicit instruction, progress monitoring, and how to analyze DIBELS data to guide instruction. Implementing these instructional strategies have decreased the number of students receiving Title I reading interventions and increased reading proficiency with classroom instruction. Certified members have support from an instructional facilitator when making instructional changes based on data.



	Kdg BOY	Kdg EOY	1st BOY	1st EOY	2nd BOY	2nd EOY	3rd BOY	3rd EOY	4th BOY	4th EOY	5th BOY	5th EOY
2011-12	31	61	34	72	53	56	33	47	45	68	55	68
2012-13	35	85	37	61	72	63	54	74	44	58	52	59
2013-14	47	89	67	81	70	70	58	62	67	82	51	72
2014-15	33	89	62	81	67	64	68	81	56	75	73	68

Implications for Action and Task List

Historically, Reading has been a weakness at Alcott Elementary. This has been evident when examining various forms of data. In the Spring of 2010 on NeSA-R for 3rd grade, Alcott scored approximately four percentage points below the state and district average with the exception being in 4th grade. When examining the various sub-groups, only Free/Reduced and White students met and/or exceded the district and state scores.

Fourth grade NeSA-R overall scores (2009-10) were equaled the district scores but below the state average. Again, we compared favorable in the Free/Reduced and White subgroups.

This trend continued with the fifth grade 2009-10 NeSA-R scores. However, ELL students scored higher than the district and state averages.

From the 2011-12 school year to the 2014-15 school, Alcott Elementary saw significant increases overall in the percentage of students proficient on NeSA-R compared to earlier years. There was a slight decrease in 2013-14 yet was higher than the 2010-11 school year.

Reading has remained a priority at Alcott Elementary. We are incorporating a variety of strategies and interventions to improve overall reading throughout K-5th grades. The most significant change has been related to a research project through the University of Nebraska at Lincoln, ProjectREADERS.

ProjectREADERS was a study to determine what type of reading coaching is the most successful for our students and teachers. There were three groups of schools that participated: a control group, a group that receives coaching/training through the use of video conferencing, and a group that receives on-site coaching and training that we were a part of.

Through this, one teacher in each grade K-3, teachers was provided training and coaching in a variety of areas that they continue incorporate throughout the research project that lasted for two years. Since then, the remainder of certified staff received the same training. For example, teachers were taught how to progress monitor targeted (and non-targeted students) using DIBELS Next. This allowed teachers to progress monitor and chart reading growth of their students on a weekly basis.

By utilizing DIBELS Next, teachers are able to identify at-risk students and the specific skills that students are having difficulty with. Through this identification of skills, teachers are able to provide more skill-based and targeted interventions to address deficiencies. Additionally, teachers provide flexible specific skill-based small groups rather than broad ability grouping.

ProjectREADERS also provided a more specific and enhanced focus on the 5 components of reading. We believe that this provides greater direction for the educators and enhance the identification of specific skills that students may struggle with.
While participating in ProjectREADERS, teachers received training in a large variety of interventions that can be utilized in and out of the classroom. Not only does this provide teachers with more interventions to utilize based on skill deficits, but it also provides more time for students to receive appropriate interventions. Additionally, this provides a greater focus during RTI.

ProjectREADERS has also provided the building with information on how to create a building schedule that best meet the needs of all students as well. We have taken this opportunity to create schedules and reading blocks that will best meet the needs of the students in their classroom and include necessary classroom support.

Alcott Elementary also provides professional development to ALL teachers in progress monitoring and the use of DIBELS throughout the school year. It is believed that when teachers are adequately trained to progress monitor their own students, it will enhance the meaning of progress monitoring rather than having someone else do it for them.

Additionally, progress monitoring of students by teachers provides the educators direction in their small groups. Furthermore, it enhances their ability to identify skills by "DIBELing down", and enhances their own teaching ability. By allowing teachers to progress monitor their own students, this also increases intervention time in SPED, ELL, and Title I.

Alcott Elementary has created an alliance with two local colleges, Hastings College and Central Community College, both of which provides education students the opportunity to volunteer in a lower income school. These students are utilized by classroom teachers to assist with whole and small group, as well as interventions. Teachers are able to educate the students of a variety of techniques and strategies while working with readers with various abilities and skills. This provides the teachers with more opportunities and time to conduct small group and interventions with readers, as well as progress monitor their own students.

Alcott Elementary has also created a "Family Literacy Night" series throughout the school year. This family event provides parents/guardians the opportunity to learn the skills and state standards that students need to learn for a particular grade level, show they can assist students to appreciate reading and to become better readers, and an opportunity to read and incorporate those skills.

District-wide, the Hastings Public Schools has adopted the Marzano Instructional Framework as our district instructional framework. Once a month, Alcott teachers and classified staff participate in building-wide professional developments that focus on the Design Questions and Elements contained in the Marzano Instructional Framework. This framework has helped to guide the majority of professional developments at Alcott.

The majority of Alcott staff have also participated in direct instruction of vocabulary and engagement for class participation by Anita Archer. These trainings have been focused on explicit instruction and active engagement.

Throughout the district, grade-level and content-level teachers have also identified their "Essential" content that are aligned with state standards. This allows teachers to have a greater understanding of their curriculum, standards, and provides a way to progress monitor standards.

Math has been relatively strong at Alcott Elementary. However, some Alcott subgroups have struggled at times, particularly SPED students. Alcott third graders have seen significant success on NeSA-M but did see a decrease in 2013-14.

Alcott fourth graders have had significant increases throughout the past four years with a decrease during the 2013-14 school year.

Alcott fifth grade students have also shown growth and success in the area of Math. When compared to the district and state averages, Alcott fifth graders have had scores equal or higher. ELL students have shown significant growth in Math throughout the past four years.

With this success, we will try to continue and maintain the successes we have seen in the past. This would include:

-Implementing Saxon Math curriculum with fidelity according to District guidelines
-Continuing daily math computation practice
-Providing practice in reading/interpreting graphs/charts
-Identifying and utilizing common math vocabulary from a common math curriculum
-Providing students with opportunities to set up and solve math problems
-Providing homework lab after school for students to allow for extra time and support in the area of math
-Providing students additional time (7:55-8:05 AM) to work on math facts and computation
-Utilizing small group instruction in math
-Progress monitoring of students with written, cumulative, and benchmark assessments
-Alignment of priority standards to core curriculum

Writing has been an area that Alcott Elementary has had considerable success in. In the area of Writing, the district has adopted Empowering Writers as a district curriculum. While there has been a decrease the last two years at Alcott and throughout the district on NeSA-W, there have been small gains.

Building and district-wide, there has been extensive training in Empowering Writers. Additionally, there has been training K-5 over the state writing rubric so grade levels have a greater understanding of what is expected of students with NeSA-W.

School Effectiveness

Data Collection Instruments

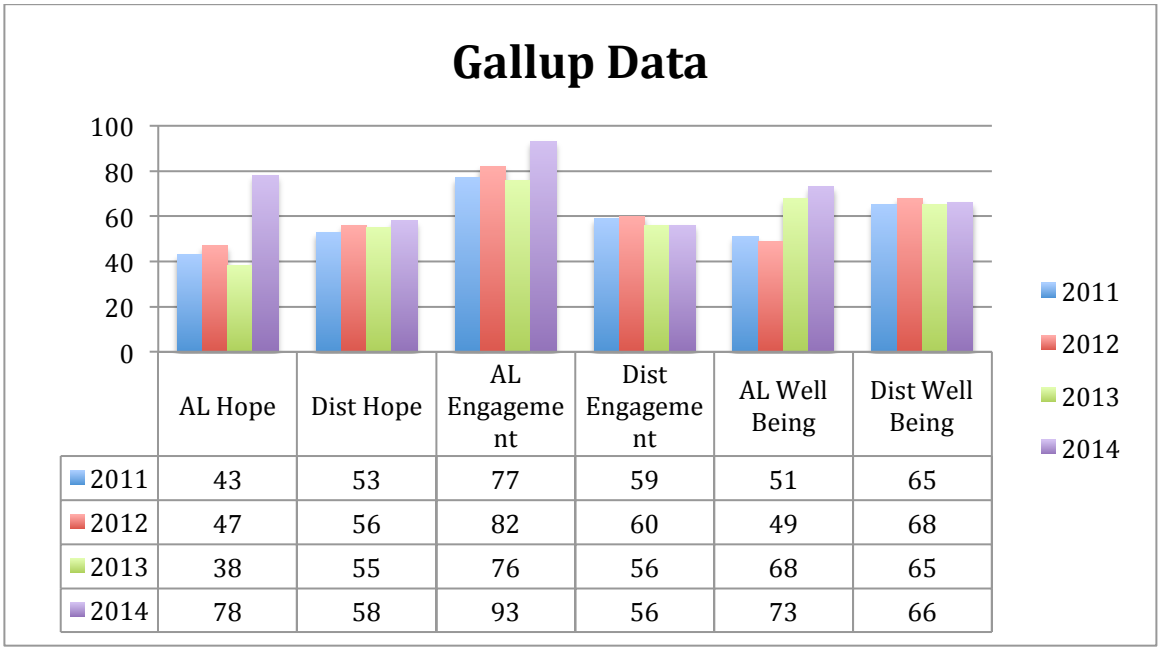
Data collected include the Gallup 5th grade survey on Hope, Engagement, and Well-Being to reflect climate, Title I Parent Input surveys, and PLC Critical Issues surveys.

Analysis of Data

Each year, multiple sources are analyzed building-wide to gain a greater understanding of school effectiveness at Alcott Elementary. Among these sources are the 5th grade Gallup survey, the Title I Parent Input survey, and the PLC Critical Issues survey. Once the data is available and analyzed, staff begin planning to enhance or improve the effectiveness of a variety of programs.

Presentation of Data

Alcott 5th grade students have historically scored lower than the district average on the Gallup-Hope, Engagement, and Well-Being survey conducted the last four years, particularly in the areas of hope and well-being. In the area of engagement, Alcott 5th graders have been above the district average. In 2014, Alcott students scored well above their grade-level peers throughout the district in all areas.



	AL Hope	Dist Hope	AL Engagement	Dist Engagement	AL Well Being	Dist Well Being
2011	43	53	77	59	51	65
2012	47	56	82	60	49	68
2013	38	55	76	56	68	65
2014	78	58	93	56	73	66

Title I Perception Survey

Title I Parent Input Surveys are distributed to parents in English and Spanish at the 2nd semester parent-teacher conferences held in February. The survey is conducted and collected by Title I staff as well as classroom teachers that night. Data is then distributed to staff members to inform them of the results.

At the School Improvement data retreat held each summer, the School Improvement Team analyze the data and address parental needs and/or concerns. Throughout the SI data retreat, the SI team plan for activities to help address such needs and/or concerns.

As a result of the previous year's survey, Alcott Elementary created a series of Literacy Nights for the 2013-14 school year. These events were held at Alcott Elementary with a focus on individual grade levels. During the Literacy Nights, parents were informed in both English and Spanish, the role of the Title I program, the role and methods of progress monitoring of students, data analysis and effects on instruction, and assisting parents in supporting their child(ren) with reading at home.

Survey Results:
-**I am familiar with the Parent-Student-Teacher Compact.** 93% yes/7% no
-**I feel like I have opportunities to be involved in my child's reading and math education.** 98% yes/2% no
-**I feel welcome at the school and whenever I visit with the staff.** 99% yes/1% no
-**I have been informed frequently throughout the year about my child's reading and math progress.** 99% yes/1% no
-**What limits your participation in your child's education?**
-Time-40%
-Child Care-.05%
-Language-14%
-Transportation-0%
-**What type of training/programs would you like for the school to provide for parents?**
-Reading and Math-44%
-Parenting Classes-13%
-Nutrition/Health-22%

PLC Critical Issues Survey

Each Spring, certified teachers throughout the Hastings Public Schools are required to complete the PLC Critical Issues Survey. When examining the results of the 2013-14 PLC Critical Issues Survey, Alcott showed growth in only 8 of the 18 questions when compared to the Fall 2011 survey. There were significant areas of growth on the 2014-15 PLC Critical Issues Survey.

Implications for Action and Task List

Alcott 5th graders have shown tremendous growth based on the results of the 5th grade Gallup Survey. The school counselor has utilized this information to tailor guidance lessons in grades 3-5 to provide students with the skills necessary to improve their own outlook, strategies to assist in decision-making, and the opportunity to create lasting friendships.

Another component throughout the building that came as a result of examining the Gallup survey results was improving relationships between students and adults. Many staff members have created mentoring relationships with students deemed as "high-risk." This has had a positive impact in the number of office referrals for students who have historically had a high number of office discipline referrals.

The goal for next year is to continue creating these positive relationships between students and staff by identifying students deemed as "high-risk" and encouraging more involvement with staff. Additionally, the school counselor will begin using the 5th grade Gallup survey data to establish a pre and post assessment in grades 3-5.

Due to the high rate of Free/Reduced lunches at Alcott Elementary, we will continue to provide Literacy Nights at Alcott Elementary as part of our School Improvement Plan and Title I requirements for both English and Spanish speaking families.

The staff at Alcott Elementary is dedicated to acknowledge and consider the requests provided by the parents and guardians of the students who attend Alcott Elementary. Based on the data from our Title I Parent Input surveys, we have created and implemented plans to provide parents and guardians programs to help them assist their child(ren) in the areas of reading and math.

Parents do feel welcomed at Alcott Elementary based on the results of our Title I Parent Input surveys. It is our mission to continue welcoming parents and families as they are valuable stakeholders in their child's education.

After examining the PLC Critical Issues survey data during the summer of 2014, several changes took place in how we conduct our PLCs throughout the building. One change that took place was providing more input and guidance to staff prior to our building PLCs. This guidance provides them with the opportunity to have a greater understanding of the PLC process, as well as have a greater understanding of what needs to be accomplished during this time. Feedback is also provided to certified staff members based on information and evidence provided during grade-level meetings and PLCs.

Additionally, PLC agendas include an alignment of tasks and/or evidence to the questions asked on the PLC Critical Issues survey. This helps to develop an understanding of what is taking place and the connection to the PLC Critical Issues, PLC goals, and the purpose of PLCs.

School and Community Contexts for Learning

Data Collection Instruments

To gather data relating to teachers' level of education and average years of experience, the Nebraska Department of Education State of the Schools Report was used. Attendance information was drawn from Power School. Title I Parent Input surveys were used to gather perceptional data.

Analysis of Data

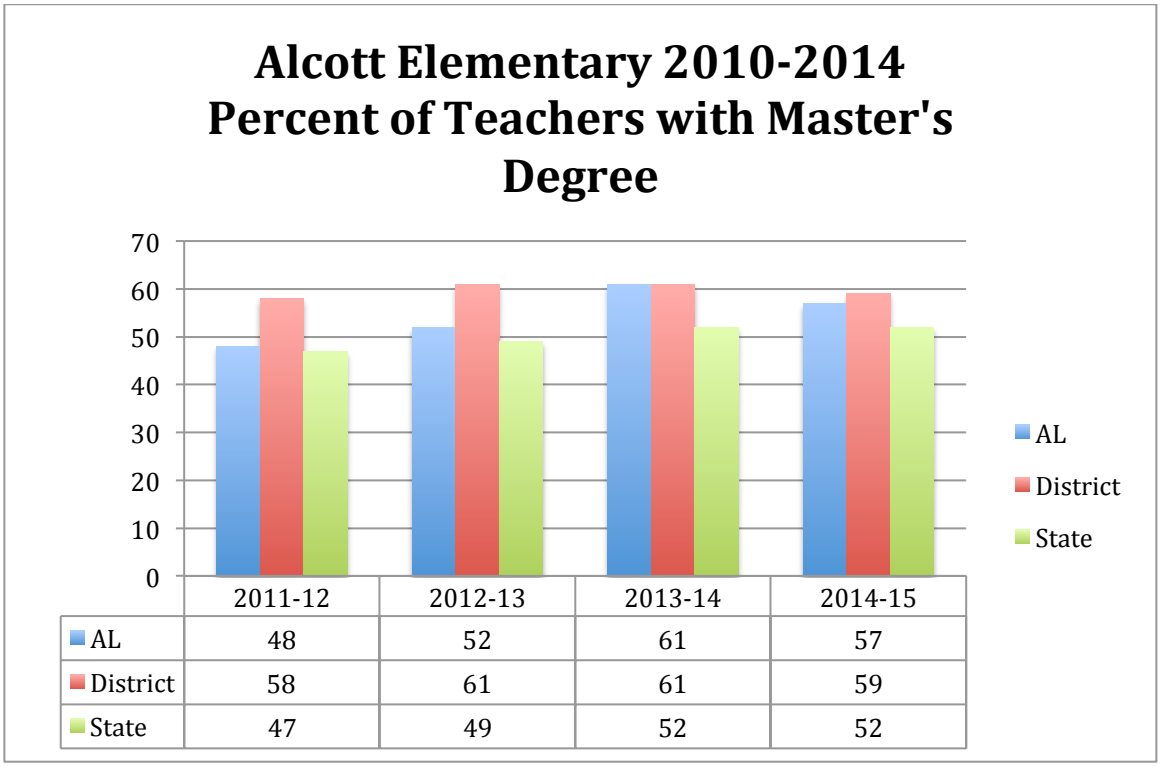
Certified teachers at Alcott Elementary are highly qualified and are teaching in their areas of endorsement and meet NCLB qualifications. All teachers of core academic subjects are ESEA qualified. Additionally, instructional paraprofessionals meet the ESEA requirements.

School Attendance data has shown that approximately 97% of students attend school each day which is higher than the state average.

Overall, parents are happy with the programs provided at Alcott Elementary based on results from Parent Input Surveys that are administered each February at parent-teacher conferences. These results show that parents are aware of the programs their child(ren) participate in and feel welcome throughout the building. Parents also are given the opportunity to provide input on their needs, which are acknowledged and considered for school improvement.

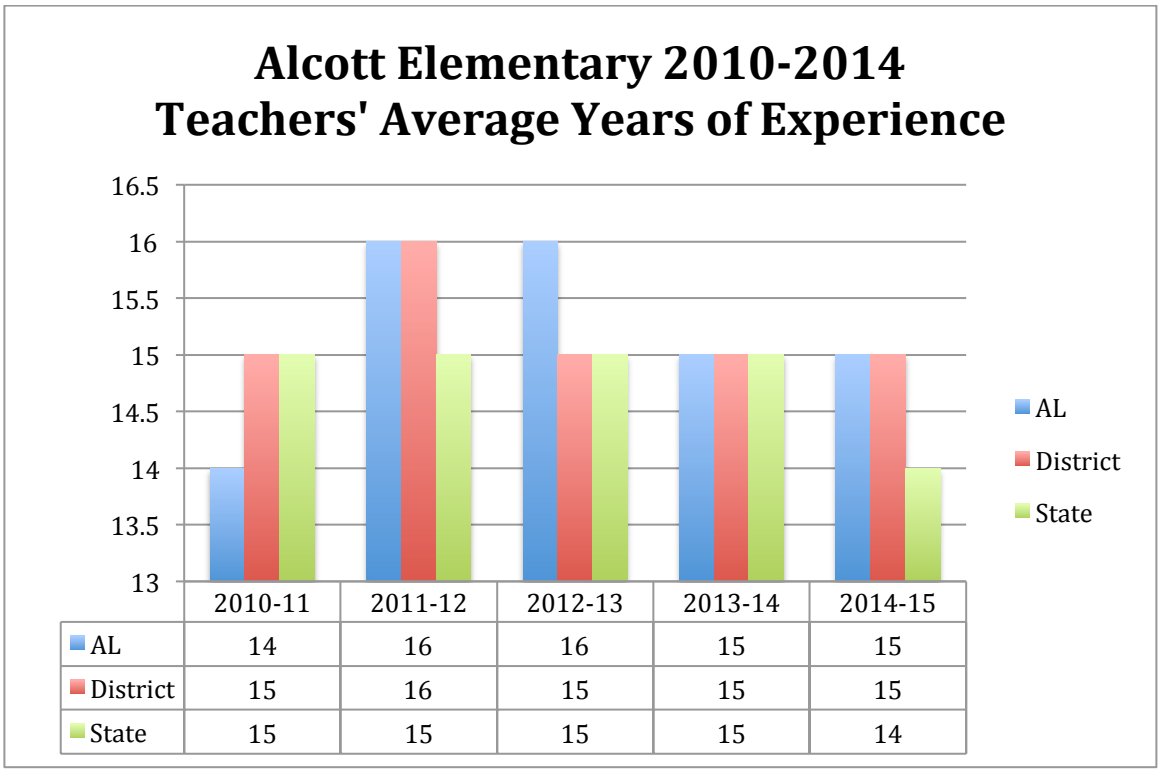
Presentation of Data

A significant portion of the faculty at Alcott Elementary has acquired a Master's degree in education (MEd). When compared to the state average, Alcott Elementary has a higher percentage of faculty members with a MEd. This has been slightly lower than the district average in the past.



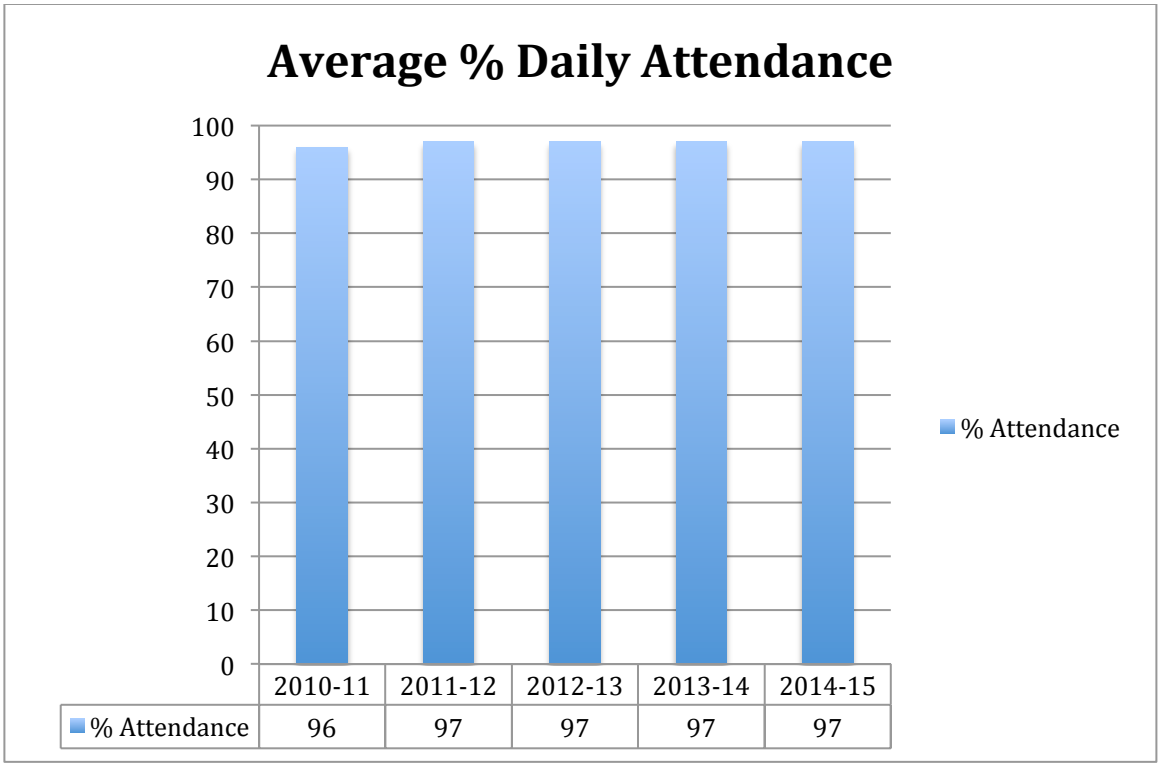
	2011-12	2012-13	2013-14	2014-15
AL	48	52	61	57
District	58	61	61	59
State	47	49	52	52

Alcott Elementary faculty is comparable to the district and state averages in Average Years of Experience. During the 2014-15 school year, the average years of experience was 15 years for Alcott, the district, and the state of Nebraska.



	2010-11	2011-12	2012-13	2013-14	2014-15
AL	14	16	16	15	15
District	15	16	15	15	15
State	15	15	15	15	14

Alcott's daily percentage of students attending school has remained steady between 96%-97%.



	2010-11	2011-12	2012-13	2013-14	2014-15
% Attendance	96	97	97	97	97

HAL Programming

Definition:
A high ability learner is a student who gives evidence of remarkable performance capability or potential in intellectual, academic, creative, artistic, or leadership areas. In the past 4 years, Alcott has consistently had 4% of students qualify and served in the High Ability Learners program.

Philosophy:
It is the goal of the High Ability Learner Program to provide a multi-dimensional teaching approach involving special curriculum enrichment and acceleration of course content to give each high ability learner student the opportunity to realize his or her potential. Students will be considered for placement in the program in accordance with scores on standardized achievement tests, intelligence tests, creativity tests, anecdotal records, and recommendations of teachers, principals, and other staff members.

The Hastings Public Schools recognizes that High Ability Learners have exceptional needs. These students have a need for learning experiences that are consistent with their ability levels and learning characteristics. The district will make available to High Ability Students a variety of learning experiences.

Title I Perception Survey

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-Parenting Classes-13%
-Nutrition/Health-22%

Implications for Action and Task List

The goal for Alcott Elementary and the Hastings Public Schools is to retain the teachers that have been hired. Alcott Elementary and the Hastings Public Schools have to the opportunity to provide professional developments that are based on research and are considered appropriate to serve the students in our community. The professional developments have led to a variety of innovative strategies to help students succeed and grow at Alcott Elementary.

New teachers to the district are also provided a mentoring program for their first two years with HPS. This mentoring program provides new staff the opportunity to establish relationships with recognized staff members who help guide them through district practice, the current curriculum, and develop the skills necessary to successfully teach the students of our community.

Students who are involved in HAL have the opportunity to participate in a variety of activities in the building and throughout the district. These opportunities involve participating in the annual spelling bee, Quiz Bowl and in Future Problem Solvers of America. These opportunities provide students the opportunity to utilize critical thinking skills, developing and testing hypotheses, collaboration, and challenging age and grade-level peers throughout the district and state.

Alcott has also benefitted from generous donations from patrons of the community to establish a mentoring program specifically for students who have been identified to be High Ability Learners and are attending school at Alcott Elementary. It is the hope and plan of Alcott Elementary and the Hastings Public Schools to create a program that allows these students the opportunity to form partnerships with adults within the community to assist them in learning more about careers and the interests of the students. With this program, students would be organized and engaged in cognitively complex activities that would be designed with individualization in mind.

Due to the high rate of Free/Reduced lunches at Alcott Elementary, we will continue to provide Literacy Nights at Alcott Elementary as part of our School Improvement Plan and Title I requirements for both English and Spanish speaking families.

The staff at Alcott Elementary is dedicated to acknowledge and consider the requests provided by the parents and guardians of the students who attend Alcott Elementary. Based on the data from our Title I Parent Input surveys, we have created and implemented plans to provide parents and guardians programs to help them assist their child(ren) in the areas of reading and math.

Parents do feel welcomed at Alcott Elementary based on the results of our Title I Parent Input surveys. It is our mission to continue welcoming parents and families as they are valuable stakeholders in their child's education.

Summary

The evidence provided in the Alcott Elementary Profile demonstrates that Alcott Elementary has made improvements over the past four years regarding student performance and school effectiveness. Additionally, there is evidence provided in the profile that Alcott Elementary has made strides in maintaining positive relationships with students, their families, and the community of Hastings.

Students at Alcott Elementary have shown considerable growth in the Nebraska State Accountability assessments in reading, math, science, and writing. There have been occasions, such as, the 2013-2014 school year, where Alcott 3rd-5th grade students displayed a decrease in performance based on the NeSA assessments. That said, the general trend has been positive with growth in the 2014-15 school year.

When examining DIBELS data that measure student proficiency in reading sub-skills, students at Alcott Elementary make tremendous progress. At the end of the 2013-14 school year, 75% of all students were proficient in their reading ability at their respective grade-level compared to 49% at the end of the 2010-11 school year. Successes on both NeSA and DIBELS is a reflection of the professional developments and the implementation of research-based strategies that teachers incorporate during instruction.

Certified staff at Alcott Elementary are not only committed to student learning, but to adult learning as well. The majority of certified staff members at Alcott have either obtained or are working towards obtaining advanced degrees in a variety of educational fields. This has served them well as they continue making decisions in the classroom based on solid research in the field of education. Furthermore, they have remained at Alcott Elementary and the Hastings Public Schools and are continuing to gain a greater understanding of the Marzano Instructional Framework and the design questions and elements that strengthen classroom instruction.

Stakeholders in the Alcott community also continue to play a pivotal and critical role in the success of Alcott students. Parents and families are invested in the Alcott Elementary community and are incredibly supportive of the curriculum, instruction, and programming of the school. Families are active in a variety of programs at Alcott Elementary that in Title I, school-wide improvement, PBiS, and volunteering.

There are areas for Alcott to grow in the near future. Building goals are strategic and attainable. It is the hope at Alcott Elementary that 85-90% of students are proficient on both NeSA and on their DIBELS performance. It is a goal that each member of the staff shares and are committed to.