

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jeff Rust
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Adams Elementary School
(As it should appear in the official records)

School Mailing Address 7401 Jacobs Creek Drive
(If address is P.O. Box, also include street address.)

City Lincoln State NE Zip Code+4 (9 digits total) 68512-9548

County Lancaster County

Telephone (402) 436-1121 Fax _____

Web site/URL https://adams.lps.org E-mail jrust@lps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Paul Gausman E-mail pkausman@lps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lincoln Public School District Tel. (402) 436-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Don Mayhew
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 41 Elementary schools (includes K-8)
 - 13 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 62 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	17	17	34
K	61	60	121
1	49	71	120
2	74	58	132
3	42	68	110
4	74	62	136
5	69	63	132
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	386	399	785

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 9.6 % Asian
 - 2.3 % Black or African American
 - 4.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77.8 % White
 - 5.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 6%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1, 2020	800
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bosnian, Chinese, French, Japanese, Kurdish, Kurmanji, Mandarin, Nuer, Oriya, Polish, Russian, Spanish, Ukrainian, Vietnamese, Yazidi

English Language Learners (ELL) in the school: 5 %
37 Total number ELL

7. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 81

8. Students receiving special education services with an IEP or 504: 10 %
81 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>17</u> Developmental Delay | <u>20</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The Adams Community: Teaching with Passion, Learning with Confidence, & Achieving Excellence.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://home.lps.org/studentservices/education-equity/>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

In August, 2008, we opened the doors of our beautiful new school creating a community focused on academic success. Our priority continues to be student learning, ensuring every student is challenged to achieve or exceed grade level district and state expectations. We will provide ALL students with rigorous instruction that challenges their full potential.

Our school is organized into grade level instructional teams; kindergarten through fifth grade. Our preschool program offers two sessions, morning and afternoon and serves 3-5 year old children. All staff work closely with the administrative team to provide focused instruction as we implement a rigorous academic program across every grade level. In addition, specialists in the areas of technology, art, music, library media, and physical education use their talents and expertise to deliver a rich, well-rounded program.

At Adams, it is our goal to provide a safe learning environment for ALL students. In order to provide a safe learning environment that promotes student engagement, students must learn and understand the expectations that it is Never OK to be hurtful, and Never OK to be disruptive. Adams will continue to have and implement common expectations for ALL students throughout the learning environment. We strive to implement common expectations across all programming beginning with before school childcare and ending with after school childcare, clubs, and activities.

Our mission is Teaching with passion, learning with confidence, and achieving excellence. We invite you to become an active, positive and collaborative partner at Adams!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Adams Elementary School has created a community focused on academic success. Our priority continues to be student learning, ensuring every student is challenged to achieve or exceed grade level district and state expectations. We will provide ALL students with rigorous instruction that challenges their full potential.

The Adams Community

At Adams Elementary, we will function as collaborative teams to build a caring community; a place where students have pride in their school and treat one another with compassion and respect. We will partner with families to develop a high level of trust and will embrace differences and value diversity.

Teaching With Passion

We believe all kids will learn. We will promote our love of learning by providing rich instructional experiences that will nurture the intrinsic motivation of each child to explore, discover, and learn.

Learning With Confidence

We will create a supportive environment that encourages risk taking in learning. We value the unique talents students bring to the classroom and will tailor our instruction to build on students' strengths to promote an atmosphere of joyful learning.

Achieving Excellence

At Adams Elementary kids come first. We will not put limits on any child's potential. We will set high expectations for academics, behavior, and character development and will challenge all students to be all they can be.

At Adams, strong Tier 1 instruction is vital to meeting the needs of all learners. Teachers are expected to teach the curriculum with fidelity and ensure that they are providing all students with access to a guaranteed and viable curriculum.

The Adams philosophy is implemented each day through strong instructional strategies, effective educators, and supportive families. Through collaborative planning, grade level teams plan for student learning, anticipate student misconceptions, and monitor student progress. This information guides instruction to ensure that the needs of all students are being met each and every day.

A more recent focus is on math by utilizing The Math Pact by Karen Karp. This is an integral part of providing cohesive instruction from grade to grade. Adams is in the process of developing a whole-school agreement for math instruction across all grade levels, kindergarten through fifth grade.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The ability to communicate-to read, write, listen, and speak well-is the key to success in school and in life. To ensure that all students read with meaning, write clearly, and speak and listen effectively, the Lincoln Public Schools provide a comprehensive language arts program. The following basic components are included in the LPS K-6 program:

The curriculum is comprehensive in that it encompasses learning to read, personal reading, reading to learn,

writing for multiple purposes, and speaking and listening both formally and informally.

The instructional program focuses on direct, systematic instruction in basic skills including phonics. The skills, processes and strategies of phonics, vocabulary, and comprehension are emphasized.

Students are provided a wide range of quality literature, both fiction and non-fiction, that can nurture creative and logical thought, foster appreciation of cultures and history, and provide connections that enable students to build their view of the world.

Students engage in abundant amounts of reading and writing daily to promote fluency and proficiency.

All students are supported in the classroom through needs-based flexible groups that are taught daily at their instructional level using appropriate texts. These groups include special education students, high ability learners, English language learners, and students who profit from interventions.

The writing process is taught in order to enable students to write to different audiences for a variety of purposes. Students learn to write narratives, informational texts, and opinion pieces and participate in the research process.

The 2014 Nebraska English-Language Arts Standards guide instruction at each grade level. The Wonders Program and the LPS Writing Curriculum align to the Nebraska English-Language Arts standards.

With a focus on positioning students as capable, all educators in the Lincoln Public Schools believe that each and every student is capable of doing grade-level work. Structures are in place to ensure all students are participating in their learning and growing as strong readers in the classroom. Teachers use strategies to stretch and support students in productive struggle, and build on student strengths by activating background knowledge, and getting to know student interests, experiences, and cultural assets. All students receive Tier 1 Standards-Aligned Grade-Level Curriculum through appropriate instructional strategies, scaffolds, and accommodations.

Using research-informed teaching practices, teachers are able to integrate learning from the Science of Reading into their literacy instruction, providing a better understanding of the process students go through while learning to read. Science of reading practices align to the Simple View of Reading and the Reading Rope frameworks.

To assess student learning, teachers check for understanding multiple times throughout the lesson and use this information to adjust the lesson as well as future lessons. Teachers also provide students opportunities to self-assess their learning. Teachers complete formal literacy assessments as well as take anecdotal notes during guided reading and writing conferences. This assessment data is used to communicate reading grades to parents/guardians to maintain a supportive partnership between home and school for the reading student.

1c. Mathematics curriculum content, instruction, and assessment:

Math Expressions focuses on ambitious core concepts at each grade level to build in-depth understanding of major mathematical ideas. By focusing on a small number of mathematical targets, or focal points, for each grade level, students using Math Expressions have the time to develop critical understandings.

Within the curriculum, a series of learning progressions (or trajectories) reflect the latest research regarding children's natural stages when mastering concepts such as addition, subtraction, and problem solving. These learning stages help determine the order of concepts, the sequence of units, and the positioning of topics. This means that it is essential that teachers use the curriculum with fidelity – using the lesson activities in the presented order, the learning structures, and the daily routines. Math Expressions is the most effective primary mathematics curriculum in the country if it is used as intended.

Math Expressions incorporates the best practices of both traditional and reform mathematics curricula. The program strikes a balance between promoting children's natural solution methods and introducing effective

(adult/traditional) procedures. Because research has demonstrated that premature instruction in formalized procedures can lead to mechanical, unthinking behavior, established procedures for solving problems are not introduced until students have developed a solid conceptual foundation. Children begin by using their own knowledge to solve problems and then are introduced to research-based accessible methods.

In order to promote children's natural solution methods, as well as to encourage students to become reflective and resourceful problem solvers, teachers need to develop a helping and explaining culture in their classrooms. Collaboration and peer helping deepen children's commitment to values such as responsibility and respect for others. Math Expressions offers opportunities for students to interact in pairs, small groups, whole-class activities, and special scenarios. As students collaboratively investigate math situations, they develop communication skills and sharpen their mathematical reasoning.

Students work with story problems early in kindergarten and continue throughout the other grades. Students not only solve but also construct word problems. As a result, they become comfortable and flexible with mathematical language and can connect concepts and terminology with meaningful referents from their own lives. As part of this process, students learn to make math drawings that enable teachers to see student thinking and facilitate communication. Concepts and skills in algebra, geometry, measurement, and graphing are woven in between these two main strands throughout the grades.

The elementary assessment and report card system is standards based, i.e. it records the degree to which students are meeting grade-level standards. Students must correctly answer a given number of questions on the paper/pencil assessment that correspond to each unit objective in order to show mastery of a particular objective.

1d. Science curriculum content, instruction, and assessment:

The mission of the LPS Science Curriculum Department is to develop all students' scientific, engineering, and technology knowledge, skills, and curiosity in order to be critical thinkers, problem solvers, and informed decision makers.

Lincoln Public Schools science program will achieve this mission by helping all students develop an understanding of natural phenomena and how humans utilize and impact the world. The curriculum is based on the Nebraska State Science Standards and the National Science Standards. The program stresses hands-on activities to develop an understanding of practices, disciplinary core ideas, and crosscutting concepts of science. The program is structured to help students realize that science is part of everyday life and affects all individuals.

The three themes studied in elementary schools are living things and the environment, the physical world, and space/earth. Embedded within these themes are connections to engineering, technology and applications of science and connections to the nature of science. Students investigate to learn to value curiosity, openness, inquiry, and critical thinking skills in science as a part of everyday living.

Teachers in Lincoln Public Schools take action by implementing strategies that value all students' funds of knowledge and ways of knowing. These strategies include establishing norms and routines that allow each student to engage in science discourse, make space during instruction for students to use science and engineering practices to make sense of phenomena, acknowledge areas of uncertainty in the knowing. Science is about figuring out what we don't know. Students use talk moves to respectfully consider ideas from all students during discussions. Teachers integrate student-to-student talk into daily lessons as a part of sense-making and create opportunities for students to make their thinking visible in multiple ways-writing, speaking, and modeling.

Science concepts are assessed through District Common Assessments given at the end of a unit in third, fourth, and fifth grade. Students in kindergarten, first, and second grade show what they know through various scientific experiments and hands-on activities.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies education in Lincoln Public Schools engages all students with the knowledge and skills necessary to be informed and active citizens, while also contributing to our diverse and interdependent world. K-12 Social Studies curriculum in Lincoln Public Schools covers many content areas, including: community and local history, Nebraska history, United States history, World history, Geography, Civics, Economics, Psychology and Government and Politics. Curriculum is guided by the Nebraska State Standards. In elementary school students are exposed to historical, geographical, civic, and economic thinking through the use of visual images and short texts. In early elementary (K-3), students become familiar with their community, nation, and world. Students begin to explore elements of effective citizenship and study the US Constitution. Students are also introduced to basic economic concepts through the exploration of goods and services in their communities. In upper elementary grades, students study the history of Nebraska and the United States in greater detail.

Teachers in the Lincoln Public Schools believe that each and every student is capable of thinking at high levels. Teachers engage students in inquiry-based learning using three core principles in social studies instruction: knowledge matters; into, through, beyond; and using feedback to close the loop. These core principles will scaffold instruction to ensure all students are able to access rigorous grade-level coursework. Teachers ensure equitable access for all students to Tier I curriculum through appropriate instructional strategies, scaffolds, and accommodations. Teachers encourage active participation for all students by recognizing, understanding, and building from children's understanding of concepts and ideas.

To assess student learning, teachers use feedback from students to guide instruction, while students use feedback from their teacher to enhance their learning. Teachers may use approved instructional technology tools to gather information about student learning and adjust instruction accordingly.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

We, as educators at Adams Elementary, believe the early childhood years are critical and exciting times in children's lives. We recognize each child as a unique person with an individual pattern and rate of learning and growth. During these formative years, families, educators, and communities join together as educational partners to provide safe, caring, stimulating learning environments, which actively engage developmentally appropriate and culturally responsive practices.

The Adams Elementary Early Childhood Programs provide quality learning experiences to help promote growth of young children and their families. We do this by offering a variety of free quality programs from birth, including our student child learning centers, our birth-five early childhood special education services and half-day preschool with several options to best meet the needs of families.

Adams Elementary preschool classrooms are staffed by certified teachers, the leading indicator of quality programming that holds to strict standards, and is research-based. The curriculum also features the availability of an array of support services ranging from home visits to family events to screening referrals.

2. Other Curriculum Areas:

CASEL (The Collaborative for Academic, Social, and Emotional Learning) defines Social Emotional Learning as: "The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Lincoln Public Schools has chosen curriculum created by the Committee for Children to assist our students in their Social Emotional Learning (SEL). The Second Step Curriculum is used in our Pre-k through 7th grade classes. Additionally, children in Kindergarten through 5th grade also receive the Bullying Prevention Unit curriculum.

The Second Step program is: a classroom-based social-emotional learning program with lessons and reinforcement activities designed to increase children's school success and decrease problem behaviors. It teaches skills that strengthen children's ability to learn, have empathy, manage emotions, and solve problems. When children have these skills it creates a safer, more respectful learning environment that promotes school success for all. The program achieves its goal by promoting social-emotional skills and self-regulation, or self-control. Research shows that children with good social-emotional and self-control skills have a better chance at achieving school and life success.

In the Bullying Prevention lessons, students will learn specific skills to help stop bullying. Students learn how to: recognize when bullying is happening, report bullying to a caring adult, refuse to let bullying happen to themselves or others, and be a bystander who stands up and is part of the solution to bullying.

School to Home communication is a regular part of the Second Step program, particularly in the pre-k through 5th grade lessons. These communications help parents and guardians understand what their students are learning from these curricula and also give their students a chance to practice these skills at home.

Music

The mission of music education in Lincoln Public Schools is to enrich the lives of all students through the experiences of creating, performing, and responding to music. Music education at Adams Elementary will foster the discovery of intrinsic and aesthetic values of music, an enjoyment of music, and ways to recognize, celebrate, and preserve cultural heritages and backgrounds. At Adams Elementary students will have the opportunity to become lifelong learners of music, perform music, become listeners and critical thinkers of music, and become innovators in music.

Art

The LPS Visual Art Department provides instruction in the discipline of aesthetics, and in the production, criticism and history of art.

By studying and practicing art, students develop visual perception, problem-solving skills, and an appreciation of a diverse aesthetic heritage. It is part of our purpose to communicate to students and to the community the significance of the Visual Arts as a most important form of communication about the human condition, and a vital visual literacy component of a comprehensive education.

At Adams Elementary students will be able to analyze, reflect on, understand and communicate ideas prevalent in today's Visual Age of media-rich culture, understand that art is a form of literacy that can convey meaning through content (theme, metaphor, irony), context (personal, cultural, historical) and form (elements and principles of design, technique, genre, style), create meaningful ideas that convey concepts, feelings, values and qualities.

I

Library Services

Adams' library empowers students to be curious, critical, and creative thinkers; enthusiastic readers; skillful researchers; and conscientious digital citizens. Adams' library programs is an essential instructional partner in creating future ready global citizens. We teach students to think critically, curate effectively, and create new and imaginative solutions. Through excellent instruction, our library empowers students with information literacy skills that will prepare them to question productively, learn independently, and work collaboratively. We provide equitable access to quality resources and creative opportunities.

Physical Education

In the primary grades, children participate in physical activities which help them learn to manage and

control their bodies in a variety of situations. These movement experiences include large muscle activities such as running, skipping, climbing, rolling, throwing, catching and kicking. Opportunities are provided for learning and practicing social skills and intellectual skills in a physically active setting and in a manner appropriate to the child's developmental level.

In intermediate grades, body management skills are refined as children mature. Participation in activities in the areas of games, sports, physical fitness, dance and gymnastics provides opportunities for students to practice a variety of physical skills. Guided instruction allows children to improve skills in a supportive environment. Acceptable social behavior is encouraged through group participation.

Computer Science

LPS Elementary Computer Science classrooms are active places that encourage exploration, creativity, collaboration, communication, persistence, and problem solving. We want to spark students' curiosity about what can be created with various technology tools. We build creative confidence!

3. Academic Supports

3a. Students performing below grade level:

Adams Elementary provides multiple opportunities to meet the needs of students who are performing below grade level. Tier 1+ intervention is provided in the classroom by the classroom teacher. During Tier 1+ time, teachers are re-teaching objectives that students did not meet during Tier 1 instruction. Teachers work in grade level professional learning communities to exam data and make instructional decisions for student performing below grade level. Tier 2 intervention is provided outside of the classroom by one of our interventionists. Researched based interventions are used for students who are performing below grade level. The interventionists and administrators meet with teams to determine the best intervention for each individual student. Adams also provides Extended Day Academic Support. Students participate in after school academic intervention groups that are tailored to their needs. We also provide a summer school program at Adams with a focus on literacy and math. Students who are performing below grade level are invited to participate in a four week summer school. The Adams School Improvement Team is continually researching best practices for meeting the needs of all students and especially those performing below grade level.

3b. Students performing above grade level:

Adams Elementary offers opportunities for gifted and highly gifted students in an effort to develop the academic abilities of all students to their highest potential. Developing skills for in-depth study and self-directed learning are important goals of the program. Students learn from interaction with other students of similar abilities, develop leadership skills, and work to acquire an understanding of their abilities. The gifted program offers a differentiated curriculum based on the regular curricula. Students are identified for the gifted program using multiple criteria including outstanding performance, behavioral checklists; product review; standardized tests; and psychological assessment. Differentiated curricula are developed to suit the learning needs of gifted and talented young people. Differentiated lessons for gifted students may modify content, process, product, and learning environment.

3c. Special education:

Adams Elementary provides a broad variety of Special Education Services to 85 students from kindergarten through 5th grade. Administration, classroom teachers, Special Education teachers, and district itinerant staff collaborate to align services to best support our students. The Adams staff promote and implement effective practices to provide students services in the least restrictive environment through a variety of service delivery models. Resource teachers push-in to the classroom to support students alongside the general education teacher. They also pull students out when appropriate to ensure that students are provided with what they need. Through professional development, coaching, & consultation with district staff, the Adams staff is always working to meet the needs of our most fragile students.

Adams Elementary prides itself on building strong working relationships with families to improve educational outcomes for all students. Our staff works collaboratively with families to promote a team effort to meet the needs of all students. Our Special Education team is just that, a TEAM. They support one another every step of the way. They work together to implement and carryout quality programing for all students that are on their caseloads. The Adams staff truly believe that ALL students can and will learn.

3d. English Language Learners, if a special program or intervention is offered:

Adams Elementary has a growing population of English Language Learners (ELs). We represent 30 languages from 25different countries. Two EL teachers work to support all English Language Learners in our building from Level one to Level four. These students enrich our school culture and share their own unique experiences. Our goal is to empower EL students and families by creating a welcoming environment that utilizes culturally responsive practices and relevant content that will equip them for success in school, community, and beyond.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Lincoln Public Schools primary focuses of the McKinney-Vento (homeless) program are students and the families of students who lack a fixed or adequate residence and at risk youth. The program is responsible for providing academic and basic support services for homeless students and their families. Parents are provided with support when enrolling students and positive support for their students' academic development. LPS involvement in resource development, interagency collaboration, and advocacy on behalf of homeless, near homeless, and/or at risk youth is ensured by the programs advocate.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

One of the goals of the Lincoln Public Schools is to raise the achievement of all students. Frequent checks for understanding through 100% active participation facilitates deeper levels of learning, student accountability, motivation, and on-task behavior. Without responses from students it is impossible to know what students know. When all students are cognitively engaged it builds their identity as a learner. The Lincoln Public Schools have determined 10 Big Ideas that are based on Explicit Instruction by Dr. Anita Archer.

Big Idea # 1: Participating in a class is not voluntary and done by ALL students.

Big Idea #2: Responses are used to check for learning towards the objective.

Big Idea # 3: Student responses are required frequently throughout the lesson.

Big Idea #4: Active participation procedures are structured.

Big Idea #5: After students have thought about the question, randomization is used to call on individuals, partnerships, or teams.

Big Idea #6: Adequate think- time or time to prepare responses is provided.

Big Idea #7: Responses are monitored for accuracy, to adjust instruction toward the objective.

Big Idea #8: Students receive specific affirmative, corrective, and informative feedback on their responses.

Big Idea 9: Checks for understanding are pre-planned and connected to the purpose for learning.

Big Idea 10: Active participation is a mindset.

Teachers in Lincoln Public Schools have a focus on student engagement and provide opportunities for students to respond. Engagement is actively involving all students in learning by providing students multiple opportunities to respond to instructional questions, statements or gestures. A focus on engagement helps to increase learning and on task behavior, decrease problem behaviors, provide continual formative assessments, and makes learning visible. Responses can be written, action, or verbal. Teachers in the Lincoln Public Schools plan engagement structures and strategies ahead of time and consider how engagement might decrease problem behaviors during difficult times of the day. If students are actively engaged in instruction, it is more difficult to engage in disruptive behaviors that interfere with learning.

Student engagement is also tied to the teacher appraisal system through Domain 3: Instruction in the Danielson Framework: Effective use of student responses and ideas (3b), High levels of student participation in discussion (3b), Learning tasks that require high-level student thinking and invite students to explain their thinking (3c), Students actively “working,” rather than watching while their teacher “works” (3c), and The teacher circulating to monitor student learning and to offer feedback (3d).

Adams' K-Kids after school club is a part of the larger Kiwanis Kids organization. K-Kids is an international student-led organization providing members with opportunities to perform service, build character and develop leadership. We take part in two donation drives a year (food around Christmas with PTO and another one in the Spring). We also find other ways to serve our families, school and community throughout the year. We have student led (teacher organized) meetings once a month. We are supported by the Cornhusker Kiwanis of Lincoln and usually have a volunteer or two that help each meeting.

Adams also promotes student leadership through our positive behavior reinforcement system. Our students

who demonstrate positive behaviors earn Aviator tickets. Each week, twelve students' tickets are drawn and those students are recognized for demonstrating positive behavior. Weekly winners get to participate in a planned activity by a staff member. This small group time with students allows teachers to build positive relationships with students across the school. When Adams opened in 2008, staff collaborated to develop a school culture that was built on the foundation of Lt. Colonel Paul Adams. The staff created a WINGS award for students to earn that are demonstrating excellence in these areas: Working above and beyond, Initiative to help others, Never giving up, Growing in character, and Striving for excellence.

2. Engaging Families and Community:

At Adams, we take tremendous pride in the support that we receive from our PTO. The PTO is continuously working to support the educational mission of Adams School. The PTO strives to enhance the education for all the students, to strengthen the communication between parents and staff, to promote school spirit, and to host school activities. The PTO Board meets monthly with the principal and assistant principals to ensure the activities of the PTO promotes the mission. These activities include fundraising for classroom and school enhancements, enrichment opportunities for students, and engaging family experiences. Committees and volunteers coordinate and plan the PTO events. The PTO has a social media presence to promote family engagement activities and to showcase the activities that engage our school community.

Examples of community building activities sponsored by the PTO include:

Kindergarten Play Dates: In an effort to welcome the newest Aviators and their families into the Adams community, the PTO hosts 2-3 summer playground play dates. These totally informal play dates are an awesome opportunity to meet other families, build familiarity with the school, ask questions to seasoned Adams parents, and PLAY!

Fall Fun Night: annual indoor carnival-style Fun Night that boasts 20+ games, bounce houses, clowns, and characters! Try your luck at the Cake Walk and Pop Walk, and say "cheese" in the popular Photo Booth! All kids, adults, and volunteers are all encouraged to wear family-friendly costumes.

Heritage Night: In this hands-on, fun, and educational event, families have the opportunity to "travel around the world" learning about other cultures. Families share their culture or heritage! Families put together a table display that provides information about your heritage. Display items could include food samples, music, games, clothing, crafts, maps, books, pictures, money, flags, or any other artifacts.

3. Creating Professional Culture:

Staff participated in a book study on *The Energy Bus* by Jon Gordon. A purchasing request was made to the Parent-Teacher Organization (PTO) to help fund this initiative. The PTO agreed to purchase chapter books for staff and the kids version of the *Energy Bus* for each of the general education classrooms, as well as support classrooms. They also agreed to fund the bulletin board display for all students, staff, and families to see when at Adams Elementary school, including pictures of all students and staff. With enough money leftover, staff received a sweet treat and a "Thank You" for being such a great member of the positive school culture in the Adams community. Staff also had the opportunity to purchase t-shirts to represent *The Energy Bus* theme of the year. The emphasis for these shirts was "positive energy, positive impact."

The *Energy Bus* book study provided 10 rules that staff learned about throughout the duration of the school year. The staff spent time reflecting on these rules and how they connect to their classroom community, their professional life, and even for them personally.

The 10 Rules For the Ride of Your Life: 1. You're the driver of the bus, 2. Desire, vision, and focus move your bus in the right direction, 3. Fuel your ride with positive energy, 4. Invite people on your bus and share your vision for the road ahead, 5. Don't waste your energy on those who don't get on your bus, 6. Post a sign that says "No Energy Vampires Allowed" on your bus, 7. Enthusiasm attracts more passengers and energizes them during the ride, 8. Love your passengers, 9. Drive with purpose, 10. Have fun and enjoy the ride.

To get students involved, teachers read *The Energy Bus for Kids* to their students and integrated activities that aligned with the book. There were many opportunities to talk about positivity, through class meetings, class activities, and recognition of students.

4. School Leadership:

At Adams, leaders are developed and utilized in many aspects of the building. The foundation for our leadership starts with our administrative leadership team. This team includes our principal and two assistant principals. Our leadership team focuses on the needs of the students and the staff. They work together to delegate the obligations of the day to day operations of our building. One member of this team attends weekly team meetings for each grade level to support teams with curriculum, student planning, logistics, and problem solving. This leadership team uses school data to plan professional development that benefits staff and students to improve teaching and learning strategies.

The leadership team also helps support each committee in our building. Each committee is made up of a representative from each grade level and support staff. The committees meet monthly to reflect and continue to plan action steps to meet yearly goals. The committee chairs meet with the leadership team prior to monthly meetings to discuss the goals and topics for the monthly meeting. The committee chairs are then responsible for leading the committee meetings monthly.

Another vital leadership group in our building are the team leaders. Each grade level and support staff have a team leader. The team leaders are responsible for attending bi-monthly meetings with leadership to plan logistics in building, problem solve, and receive and deliver important information to and from other team members. The team leaders are also responsible for making weekly agendas for team meetings and facilitating these weekly meetings where team members plan curriculum, analyze academic and behavior data, and collaborate with each other to support ALL students.

5. Culturally Responsive Teaching and Learning:

Lincoln Public Schools continues to embrace equity, inclusion, and the value of diversity. We acknowledge that in schools across the country, including at LPS, the outcomes for all of our students are not equitable. At LPS, we will continue to identify and address practices that are contributing to these inequitable outcomes, and work to eradicate racism. That is why Lincoln Public Schools and the Lincoln Board of Education identified equity as a primary focus this last school year, and we pledge to move forward with the following steps: improving school engagement for students, working collaboratively with families and community members, and promoting equity in supporting the needs of historically underserved students including students from diverse racial and ethnic backgrounds. We are also addressing the disproportionate representation of minority students in gifted and advanced placement classes and addressing disproportionality in school discipline. At Adams we are supporting dropout prevention and reentry opportunities, providing additional professional development in the area of equity for all staff members, hiring diverse staff members and collaborating with the Midwest and Plains Equity Assistance Center to gain an outside perspective on district practices and next steps in supporting students.

Lincoln Public Schools focuses on equity modules that all staff members participate in. The norms for these presentations are: stay engaged, experience discomfort, speak your truth, expect and accept non-closure. The Lincoln Board of Education is committed to educational equity for students, staff, and patrons of the Lincoln Public Schools. Educational equity means all Lincoln Public Schools students have meaningful access to the educational resources they need to achieve at a high level at the right moment, at the right level, and with the right intensity. Educational equity means high expectations for learning and student achievement for all students. Educational equity allows students to discover and explore their passions and make meaningful connections within the context of their postsecondary interests and aspirations. Equity requires that these opportunities are provided and outcomes exist for all students regardless of their socio-economic status, race, national origin, ethnic background, culture, religion, sex, pregnancy, childbirth or related medical condition, sexual orientation, gender, transgender, age, disability, mental, physical or linguistic ability or other protected status.

Adams Elementary school has additional equity conversations through an Equity Discussion Group that occurs bimonthly. In this group, staff members discuss equity in the classroom, current events related to equity, and how knowledge can help staff move forward on the cultural proficiency continuum.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

All staff work closely with the administrative team to provide focused instruction as we implement a rigorous academic program across every grade level. In addition, specialists in the areas of technology, art, music, library media, and physical education use their talents and expertise to deliver a rich, well-rounded program. Colonel Paul Adams exhibited a strong focus through his distinguished military career as a pilot for the Tuskegee airmen. He was a man of high character and had a tremendous impact on our country, state, and city. Colonel Paul Adams continued to serve his community into his retirement, and was a positive example for all of us. This dedication rings true for the staff at Adams Elementary, as all staff members are dedicated to helping all students reach their highest potential.

At Adams Elementary we attribute our success to the strong academic teaming that is in place. From the beginning (2008) Adams has been known for being a school that works collaboratively with one another to benefit all students. We believe in the power of collective efficacy. We know that all students matter and no one person can take this responsibility on alone. Working together, the Adams Staff has created a high performing school year in and year out.