

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Jackie Combs

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Lincoln Elementary School

(As it should appear in the official records)

School Mailing Address 304 South Fourth

(If address is P.O. Box, also include street address.)

Lincoln

City

Kansas

State

67455-2336

Zip Code+4(9 digits total)

County Lincoln

State School Code Number* 2840

Telephone (785) 524-4487

Fax (785) 524-5454

Web site/URL www.usd298.com

E-mail combs@usd298.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Terry Stratman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD 298 Lincoln

Tel. (785) 524-4436

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Monty Breneman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 1 Elementary schools
 _____ Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 3 TOTAL
2. District Per Pupil Expenditure: _____ 11440
 Average State Per Pupil Expenditure: _____ 9448

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 10 Number of years the principal has been in her/his position at this school.
 _____ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	10	6	16	7			0
K	18	10	28	8			0
1	11	10	21	9			0
2	13	12	25	10			0
3	15	13	28	11			0
4	15	11	26	12			0
5	14	14	28	Other			0
6	20	15	35				
TOTAL STUDENTS IN THE APPLYING SCHOOL							207

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 4 | % Hispanic or Latino |
| 94 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 8 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	9
(2)	Number of students who transferred from the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	207
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 0 %
- | | |
|---|-----------------------------------------|
| 0 | Total Number Limited English Proficient |
|---|-----------------------------------------|

Number of languages represented: 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 111

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
32 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 categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>18</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>12</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

	Number of Staff	
	Full-time	Part-time
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support Staff	<u>2</u>	<u>1</u>
Total number	<u>32</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of 14 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	94 %	96 %	97 %
Daily teacher attendance	96 %	96 %	93 %	98 %	96 %
Teacher turnover rate	11 %	11 %	12 %	0 %	7 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Lincoln Elementary has lost several teachers due to retirement which accounts for the teacher turnover rate.

PART III - SUMMARY

Lincoln Elementary School (LES) is the only elementary school in Lincoln USD 298 and is located in the town of Lincoln in north central Kansas. Opened in 1950, the building houses grades K-6, while the preschool is in its own building across the street. LES serves students from the town of Lincoln (pop. 1300) and from the surrounding rural areas and smaller communities (Barnard, Beverly, and Westfall), with 29% of the students being bused to school. The community depends on income from farming, small businesses, and small manufacturing plants. Currently 54% of the students at LES qualify for the free/reduced lunch program.

The Preschool-Sixth Grade classrooms at LES are staffed by experienced, highly qualified certified teachers with an average of 14 students per room. Support staff includes two certified special education teachers, a certified technology person, an At-Risk Coordinator, Schoolwide Program Title I teacher, and certified teachers for music, art, and PE. We are proud that 100% of the teachers at our school are highly qualified according to NCLB guidelines, and many teachers have Master's degrees or early childhood certification. Part-time staff for Lincoln Elementary includes a school nurse and a counselor. Services of a speech pathologist, a teacher for the gifted program, occupational and physical therapists, as well as a school psychologist, are provided through the Beloit Special Education Cooperative. In addition, our curriculum is enhanced by a library aide and an outstanding group of paraprofessionals who work with special education students and other students who need extra help and support in their academics. A Parents as Teachers program provides outreach to parents of newborn-preschool age children.

Technology and professional development have been key elements in the district's focus on meeting both state standards and the requirements of NCLB. In the area of technology, all staff members utilize the online Power School Program to record grades and to communicate with parents who can access not only their children's scores, but also class assignments, test schedules, and other pertinent information via the USD 298 website and teacher class pages. LES staff and students utilize a computer lab, laptop cart, and classroom computers. Computer projectors, the Distance Learning Network, Interwrite Teaching Tablets, and a wireless internet system are additional technology tools teachers integrate into instruction on a regular basis. LES staff have had professional development in a variety of areas in recent years including brain-based research, hands-on science, math, 6-trait writing, and bullying prevention, to name a few. In addition, teachers meet frequently in PLCs (Professional Learning Communities) to evaluate student progress, examine test scores, and determine instructional methods and/or interventions that will empower each student to be successful.

Community support and parental involvement at LES are evidenced by over 95% participation at parent-teacher conferences and an active Site Council made up of parents, teachers, and community members. Many enrichment opportunities are provided through the local Art Center, Lincoln County Extension Council, Lincoln County Historical Society and the Finch Theater. Family oriented activities, including music programs, book fairs, and fall Open House, are well attended.

A visit to LES would reveal that the staff is dedicated to the school motto Success Today Achieves Rewards Tomorrow (START) and the school mission statement which focuses on challenging all students to reach their potentials and be competent, knowledgeable members of our global society. By giving each student the best possible start at every grade level, we are seeing positive results in student, grade-level, and overall school performance. With the support and guidance of the Board of Education and school administrators, we will strive to continue this trend and help each student at LES reach his/her learning potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Lincoln Elementary students in grades 3 through 6 were administered the required Kansas Reading and Kansas Math Assessments for the 2005-2006 and 2006-2007 school years. Prior to the 2005-2006 school year, only fifth grade students took the Kansas Reading Assessment and fourth grade students took the Math Assessment. Therefore, 5 years of data is available for fifth grade reading and fourth grade math; while only two years of data is displayed for the other grade levels. The Center for Educational Testing (CETE) at Kansas University prepares the assessments which are aligned with Kansas Reading and Math Standards. The results of these assessments are used to determine Adequate Yearly Progress for the school and state accreditation status. All assessment results may be accessed on the Kansas State Department of Education website at www.ksde.org.

In order to measure progress and report performance on the reading and math assessments, Kansas developed the following 5 categories: Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard, and Exemplary. Categories were initially named Unsatisfactory, Basic, Proficient, Advanced, and Exemplary prior to the 2005-2006 school year. To meet Kansas Standards, students are expected to score At or Above Meets Standard on both the Kansas Reading and Math Assessments. School performance for the Reading Assessment is reported using the following performance levels for At or Above Meets Standard:

Exemplary- student independently demonstrates the ability to go beyond the text consistently.

Exceeds Standard (Advanced) - student independently demonstrates inferential understanding within the text.

Meets Standard (Proficient) - student demonstrates a literal understanding of the text with instructional support.

Lincoln Elementary students consistently score well on the Kansas Reading Assessment and have reached the Building Level Standard of Excellence for the past four years. In addition, the school has received Challenge Awards for reading presented by the Confidence in Education Task Force for closing the achievement gap between educationally disadvantaged students and those that are not educationally disadvantaged. For example, on the 2007 Kansas State Reading Assessment, 100% of the LES economically disadvantaged 6th graders scored At or Above Meets Standard.

Student performance for the Math Assessment is reported using the following performance levels for At or Above Meets Standard:

Exemplary- student demonstrates superior knowledge and a comprehensive understanding of standards.

Exceeds Standard (Advanced) - student demonstrates a high level of knowledge and comprehension within at least three of four standards.

Meets Standard (Proficient) - student demonstrates sound knowledge within standards, but may not be able to apply his or her understanding within each of the four areas.

L.E.S. student performance is also high on the Kansas Math Assessment. Even though over 54% of our students are economically disadvantaged, 100% of our fifth and sixth graders scored At or Above Meets Standard on the 2007 assessment. The past 6 years the school has earned the Building Level Standard of Excellence in math which is presented by the state. LES has also received Challenge Awards in math for closing the achievement gap.

We are proud that our school received the distinguished 2006 Governor's Achievement Award for scoring in the top 5% of Kansas schools on the 2006 Kansas Reading and Math Assessments. According to the 2006 Kansas State Department of Education Building Report, as a school 97% of our students met both the Math and Reading Standard with 100% of the educationally disadvantaged students reaching standard in Math and 94% reaching the Reading

Standard. In 2007, as a school, 96% of students met the Math Standard and 94% reached the Reading Standard. 94% of economically disadvantaged students obtained the Meets Standard in Math and 93% in Reading. Annually, 100% of our students participate in Kansas Assessments. Each year the LES Team starts off the school year with the belief and expectation that ALL of our students will score at one of the three highest categories on the Kansas Assessments and we do our best to reach that goal.

2. Using Assessment Results

Assessment data is carefully analyzed at both the individual student and school wide levels to guide and impact instruction. Formative assessments such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), teacher observation, quizzes, and Measuring Academic Progress Assessment (MAP) are used for progress monitoring individual student mastery of standards, indicators, and benchmarks. When a student is having difficulty mastering a concept, an intervention is provided immediately before the student gets farther behind. Some of the interventions include individual tutoring, small group instruction focused on a specific skill, an after school program, and individualized computer-based instruction. Teachers, support staff, and parents work together to create timely, individual support plans for students based on his/her strengths and needs. These plans include specific interventions, evaluation, and stakeholder responsibilities. Student progress is carefully monitored and instruction is adjusted based on assessment results. Early literacy intervention is a key to Lincoln Elementary's success. Students who are not developing the skills for reading success are targeted at the earliest level and are provided daily support. For example, our kindergarteners lacking in phonemic awareness skills receive individualized tutoring after school.

School state and local assessment data is analyzed on an ongoing basis. The areas of need are targeted on the school improvement plan with achievement goals, evaluation, and results-based staff development action plans. The staff development plans outline professional development and levels of implementation requirements. Professional Learning Community (PLC) teams composed of grade level teachers and support staff meet on a regular basis to monitor formative assessments, develop lessons and assessments to address specific curriculum standards and indicators, and to celebrate their successes.

3. Communicating Assessment Results

Lincoln Elementary communicates school performance and assessment results on an ongoing basis through a variety of formats. The school year begins with a Back-to-School night for parents and students which celebrates our academic progress and highlights our goals for the upcoming school year. The Kansas Building Report Card web site is demonstrated at this event and our building data on the Report Card is shared with all stakeholders. The L.E.S. Site Council which includes parents, community members, and school staff receive updates regarding achievement data on a regular basis. This data is used to develop school improvement goals. The Lincoln District distributes a quarterly newsletter which includes assessment results and other important information to parents and community members.

Individual student progress is also communicated with students and their parents. In many classes, students set their own individual goals. Parents have access to an online Power Grade program which enables them to check daily performance and grades for their children. Parent-teacher conferences are held twice a year with over 95% participation, and progress reports are distributed to parents at least quarterly. Parents of students in grades 2-6 receive Measures of Academic Performance Progress (MAP) scores in the fall and spring. In addition, Kansas Assessment Performance reports are mailed to parents in the spring. A Student Improvement Team involving parents of the child develop individual student improvement plans and a monitoring system for any student that is not meeting academic standards and indicators. Individual teachers communicate with parents through home-school notebooks, daily homework folders, class newsletters, the school web page, postcards, and phone calls. Students receive recognition for their achievements at regularly scheduled academic rallies. Lincoln Elementary believes ongoing two-way communication with all stakeholders is vital to student success.

4. Sharing Success:

Collaboration and sharing is important to Lincoln Elementary. Teachers share their successes

within the school and district through Professional Learning Community Teams. These teams include classroom teachers, special education, at-risk, Title I and support teachers that work together in order to share strategies and lessons that are successful with students. The sense of collaboration within the school learning community is vital to the academic progress of students. Our staff and students have had numerous opportunities to share outside the district at state level workshops and conferences regarding successful programs our school has implemented. For example, third and fourth graders have been selected to present a technology rich project they have been working on at the upcoming 2008 Education Technology Fair in Topeka, KS. The fair showcases some of the outstanding technology programs being used for the education of Kansas students. Several of our teachers have presented at the state Title I Schoolwide Program Workshop and the KSDE annual conference. Programs and assessments have been shared with visitors to the school. Some of the programs shared include the Four-Year-Old At-Risk/ Special Education Preschool, Title I Schoolwide Program, and technology integration. Several teachers and the principal are a part of the Kansas Exemplary Educator's Network (KEEN) which communicates on a regular basis to share ideas and learn together. Throughout the year, teachers and staff present to the Board of Education and Site Council regarding successful programs and activities. Each year the school year ends on a positive note with the local Board of Education sponsoring a celebration dinner. Lincoln Elementary learns from the expertise of other districts; therefore, the school understands that sharing successes both within and outside the school is an important component of a quality school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Lincoln Elementary School curriculum is aligned with state standards, indicators, and benchmarks. Focusing on the whole child, the curriculum integrates subject areas and incorporates higher-level thinking skills, hands-on learning, real-life experiences, and technology. Instruction is differentiated so that all students are challenged and reach their potentials. Both formative and summative assessments are used on an ongoing basis to monitor individual student and school progress.

The core of the reading and language arts program is built on the National Reading Panel's five essential elements for reading instruction which include phonemic awareness, phonics, vocabulary, fluency, and comprehension. Individual student progress monitoring of these components is vital to the success of the reading program and is done on a regular basis. Small flexible reading groups challenge students to excel at their instructional and independent reading levels. Individual students are placed in groups based on formative assessments and move between groups as needed to master standards. Literacy centers provide opportunities for differentiated instruction. Reading and writing are integrated throughout the curriculum and are taught in all subject areas. The Six Trait Writing model, along with the writing process, is the focus of the writing curriculum which includes narrative, expository, persuasive, and technical writing.

The math curriculum includes number sense and computation, geometry, statistics, and algebra. Hands-on learning with an emphasis on mathematical understanding provides students with the background needed to be successful. Depending on the results of formative assessments, individual students receive additional math instruction to master concepts. Technology is used to challenge students to go beyond grade level standards. Math is integrated across the curriculum into additional subjects such as art and science. Vocabulary is an important component of the math curriculum and is taught throughout all subject areas according to the vocabulary scope and sequence developed by the teachers.

As with other subjects, science instruction begins at the preschool level. The curriculum emphasizes vocabulary, scientific inquiry and process learning in earth, life, and physical science. Students learn science concepts through hands-on instruction and are taught reading strategies using science. The curriculum is enriched through resources such as STARbase, the Hutchinson Cosmospere Space Center, Conservation Field Days, Sternberg Museum, and the Rolling Hills Wildlife Refuge.

The development of a healthy lifestyle and physical fitness are important to the Lincoln School District; therefore, students at the school have physical education daily. The curriculum is aligned with national and state guidelines and includes the Presidential Physical Fitness Challenge. State, county, and local agencies work with the school to provide students with instruction on health, safety, and wellness standards. Curriculum integration is provided through physical education as students learn a variety of math, reading, and geography skills using games and centers.

A certified art instructor works with students in grades 1-6. In addition, students participate in vocal music four days a week with band provided for fifth and sixth graders. Art, music, and classroom teachers collaborate with the local art center and theatre to plan a variety of curriculum based activities.

Geography, history, civics/government, and economics are the components of the social studies curriculum. The Lincoln Historical Society and County Extension Office play a key role in the social studies curriculum through a variety of cooking and community activities. In addition, character education is incorporated into the social studies curriculum. The school guidance counselor works with individual students and classes using a research-based program.

Technology literacy is integrated throughout the curriculum and is taught according to the District Technology Plan. Students are taught technology specific skills at each grade level and apply these skills through meaningful, real-life projects and activities.

2a. **(Elementary Schools) Reading:**

Lincoln Elementary places a strong emphasis on reading and early literacy which is paramount to our success. Beginning in preschool and through the primary grades, language activities develop listening, speaking, writing, and reading. Activities such as making predictions, retelling, nursery rhymes, discussing word meanings, and singing all play a part in the primary reading program. Students are immersed in print and language. Research has emphasized the importance of the development of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Therefore, formative assessments are used on a regular basis in these crucial early years to monitor student individual progress. In fact, our schools emphasis on early literacy starts even before preschool with a strong Parents-as-Teachers Program.

Based on the National Reading Panels five essential elements for reading, the PreK-6 curriculum at Lincoln Elementary provides our students with a balanced literacy approach. Small, flexible instructional groupings of students for reading provide the opportunity for teachers to meet the specific needs of students through guided reading, literacy centers, and skills-organized groups. Interventions including individual tutoring, Fast ForWord, and an after-school program are used to target specific skills lacking by individual students. As students move through the intermediate grades, reading continues to be emphasized and is taught through all subject areas. Teaching Reading in the Content Areas (McREL) which focuses on vocabulary development, comprehension of narrative and informational text, and reflection, has provided teachers and staff with strategies to teach reading across subject areas throughout the day. Reading and writing are connected across the curriculum and are taught through expository, narrative, persuasive, and technical text.

Collaboration among teachers, staff, and parents are vital to our reading program. Classroom teachers, the At-Risk Coordinator, Special Education and Title I teachers all work together to develop lessons, activities, and assessments to address each individual reading standard and indicator and adjust instruction as needed. Ongoing communication and collaboration with the parents is a focus of the reading program. Programs supporting reading at home and homework practice on important skills provide additional opportunities for parental involvement.

3. **Additional Curriculum Area:**

Several years ago, the LES teachers jumped on board with the Kansas Math Standards and the guidelines established by the National Council of Teachers of Mathematics. This focus on math has led to our school reaching the Building Standard of Excellence in Math six years in a row. The staff commitment to math has included attending annual summer math academies and using time during the summers to analyze data and develop activities aligned with standards. Staff worked together to create a math vocabulary scope and sequence in which each grade level emphasizes specific vocabulary which builds on the vocabulary from the previous year. In addition, a problem solving model for mathematics was implemented throughout the school and district in 1998. Professional development has focused on the development of student understanding of mathematical concepts using resources such as Kim Sutton Creative Mathematics. Teachers collaborate in Professional Learning Community Teams to continue to grow as math teachers. The Lincoln Preschool gets students started early with the development of math understanding and works with the community to plan math nights to give parents ideas to work with their children.

Technology and curriculum integration has also been a key to the successful math program at LES. The use of technology as a tool has provided students with extra support such as the Kansas Blending Instruction with Assessment online tutorials. In addition, math is taught across all subject areas. For example, students in PE rotate through a variety of learning centers that focus on math concepts at specific grade levels. Mastery of concepts is closely monitored to ensure interventions and instruction adjustments are made in a timely manner based on the needs of students. As we analyze school and individual student progress, Lincoln Elementary will continue to ensure a quality math program for our students.

4. **Instructional Methods:**

Lincoln Elementary prides itself in staying on top of the most effective and latest instructional methods. Research-based instructional methods with professional training sessions have empowered our teachers to enter their classrooms well-equipped to deal with student needs. With the use of the MAP testing (Measuring Academic Progress) and other formative assessments in reading and mathematics, teachers are able to assess the needs of the students and adjust instruction. The use of professional publications such as *A Handbook for Classroom Instruction that Works* (Marzano) and *Teaching Reading in the Content Area* (McREL) have given us insight into various instructional methods that are scientifically research based. Strategies from these books have been practiced and implemented into all classrooms. Brain-based learning has been a focus of our faculty for some time. Some of the brain-based learning instructional practices and strategies we use include identifying similarities and differences, music, increased wait time, advanced organizers, and cooperative learning.

We work to keep class sizes as small as possible for the benefit of our students. Flexible instructional reading groups have been formed to provide opportunities for the students to be successful. Extensive use of graphic organizers and hands-on-learning across the curriculum has been implemented in the classrooms. Six- trait writing is used at all grade levels and is also stressed across curriculum areas. During the school day, students falling behind in their mastery of grade level standards are provided tutoring as well as an after school CAMP program and summer school that offer extra help in the reading and mathematics areas. Teachers and paraprofessionals work together to facilitate instruction and meet the different learning styles of all students.

Technology plays a very important role in our instructional methods. Our Board of Education strives to provide teachers and students with current technology such as a laptop cart, computer lab, computer connected projectors, wireless internet, and Interwrite Teaching Tablets. The use of Interactive Distance Learning through Greenbush Education Service Center has added even more fun to the learning process. Technology is used in all instructional areas.

Character Education has been implemented teaching students to encourage and support one another in their success. This in itself has helped increase student motivation because they feel good about themselves and their accomplishments. Character Education Rallies are held quarterly to encourage confidence and pride in our learning.

5. **Professional Development:**

Professional development is the backbone of Lincoln Elementary. Several days set aside by our district are devoted to staff development; however, many more hours and days are spent in professional growth. In order to make the most of our knowledgeable staff, in 2005 we developed Professional Learning Communities. As teams the staff disaggregates student data to determine the needs of the students and personal areas for improvement. Student achievement is improved as we share, brainstorm, and hone teaching techniques focused on student needs. Our staff utilizes Marzano research and McREL strategies to determine best practices within our school. Lincoln Elementary draws upon external experts to improve ourselves. Some of the previous training that has been offered has included Steve Spangler Science, Technology Integration, Ruby Payne Framework for Poverty, NWEA MAP Assessment, Kim Sutton Math, and Brain-Research. We have also embraced external support by expanding our PLC teams to include surrounding districts and recruiting Smoky Hill Education Service Center staff to observe and supply feedback. We are encouraged and afforded the opportunity to grow through observation of fellow teachers. The staff possesses an internal drive to improve by attending workshops throughout the year and in the summer months. The results-based professional development is grounded in scientifically based research. Teachers at Lincoln Elementary value personal and professional growth as the foundation for student achievement.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 5 Test Kansas State Reading Assessment
 Edition/Publication Year 2005 Publisher Kansas State Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Std. (Proficient 2002-2005)	94	96	87	96	91
% "Exceeding" State Standards					
At or Above Exceeds Std. (Proficient 2002-2005)	67	73	54	77	74
Number of students tested	33	26	25	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Std. (Proficient 2002-2005)	93	91			82
% "Exceeding" State Standards					
At or Above Exceeds Std. (Advanced 2002-2005)	57	54			55
Number of students tested	13	10			11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Standard	92	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	69	78			
Number of students tested	26	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Standard	82	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	64	64			
Number of students tested	11	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Standard	92	94			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	68	68			
Number of students tested	25	35			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Standard	95	87			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	67	62			
Number of students tested	14	17			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Standard	96	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	70	81			
Number of students tested	25	26			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	4	4			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Standard	100	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	73	80			
Number of students tested	11	10			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Std. (Proficient 2002-2005)	96	97	100	92	97
% "Exceeding" State Standards					
or Above Exceeds Standard (Advanced 2002-2005)	80	60	92	69	87
Number of students tested	25	35	24	26	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	4	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Std. (Proficient 2002-2005)	95	100		82	100
% "Exceeding" State Standards					
At or Above Exceeds Std. (Advanced 2002-2005)	72	50		55	80
Number of students tested	18	17		11	10
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Standard	92	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	65	78			
Number of students tested	26	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Standard	82	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	55	75			
Number of students tested	11	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
% At or Above Exceeds Standard					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Standard	100	96			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	76	69			
Number of students tested	33	26			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Standard	100	91			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	71	36			
Number of students tested	13	10			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Standard	93	92			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	67	62			
Number of students tested	25	26			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	4	4			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Standard	100	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	50	50			
Number of students tested	11	10			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Meets Standard	96	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	70	81			
Number of students tested	25	26			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	4	4			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Meets Standard	100	100			
% "Exceeding" State Standards					
% At or Above Exceeds Standard	73	80			
Number of students tested	11	10			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					