

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 Mr. Mark Wergeland

(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 510 Lincoln Avenue

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

Faribault

Minnesota

55021-4798

City

State

Zip Code+4(9 digits total)

County Rice

State School Code Number* 0656

Telephone (507) 333-6650

Fax (507) 333-6642

Web site/URL faribault.k12.mn.us

E-mail mark_wergeland@faribault.k12.mn

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 Dr. Robert Stepaniaknone

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

District Name ISD 656 Faribault

Tel. (507) 333-6000

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 Mrs. Susan Nelson

(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: _____ 3 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 6 TOTAL
2. District Per Pupil Expenditure: _____ 8453
 Average State Per Pupil Expenditure: _____ 8617

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 are
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 8 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			0	7			0
K	37	52	89	8			0
1	57	38	95	9			0
2	44	49	93	10			0
3	47	52	99	11			0
4	43	55	98	12			0
5	45	41	86	Other	1	1	2
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							562

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 4 | % Black or African American |
| 17 | % Hispanic or Latino |
| 79 | % 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 16 %

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	53
(2)	Number of students who transferred from the school after October 1 until the end of the year	35
(3)	Total of all transferred students [sum of rows (1) and (2)]	88
(4)	Total number of students in the school as of October 1	537
(5)	Total transferred students in row (3) divided by total students in row (4)	0.16
(6)	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: 18 %
- | | |
|----|---|
| 95 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 5

Specify languages: Spanish, Somali, Arabic, Chinese, Russian

9. Students eligible for free/reduced-priced meals 42 %

Total number students who qualify: 224

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: $\frac{14}{75}$ %
 Total Number of Students Serve

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>12</u>	Autism	<u>2</u>	Orthopedic Impairment
<u> </u>	Deafness	<u>3</u>	Other Health Impairment
<u> </u>	Deaf-Blindnes	<u>24</u>	Specific Learning Disabilit
<u>19</u>	Emotional Disturbanc	<u>17</u>	Speech or Language Impairment
<u> </u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>4</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>4</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>25</u>	<u> </u>
Special resource teachers/specialist	<u>16</u>	<u>10</u>
Paraprofessionals	<u> </u>	<u>23</u>
Support Staff	<u>2</u>	<u>1</u>
Total number	<u>44</u>	<u>34</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	94 %	94 %	93 %	92 %	93 %
Teacher turnover rate	17 %	10 %	28 %	22 %	12 %
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

The high percentages of student and teacher attendance exhibited are indicative of a positive school climate. Student attendance is monitored closely on a daily basis.

factors of poor school performance. Truancy often is a symptom of more serious problems: neglect, delinquency, or drug or alcohol abuse. It is imperative that parents and students are made aware of the importance of regular school attendance, as this will transfer to the workplace in future years.

Teacher turnover rates are the results of retirement, family relocations, childcare leave, or transferring to other district-wide buildings due to grade level preference or class size. There are currently two classroom teachers serving in their preliminary three-year probationary periods before receiving teaching tenure. Our school family is a blend of experienced and new teaching professionals who work together, enjoying one another's company and camaraderie.

PART III - SUMMARY

The mission of Lincoln Elementary School is to provide a caring environment where children are nurtured to become lifelong learners actively concerned about their world.

Visitors at Lincoln School see a diverse population of students who qualify for free and reduced lunch and others whose families own businesses and companies in our community; students who speak Spanish or Somali at home; and those who face significant developmental and physical challenges. More importantly, however, visitors notice the smiles and joyful talk that fill the hallways. Students, staff and parents interact and communicate with each other in positive ways. We believe this is what sets Lincoln Elementary apart from other elementary schools. Research shows that a positive, 'You-can-do-it!' climate impacts student learning in dramatic ways, and Lincoln School is certainly that kind of place!

Lincoln is a dynamic, caring, and exciting place because staff and students alike focus on ways to help each other feel better about themselves. This isn't accidental. Developing an affirming school environment where everyone knows your name has been deliberately and purposefully planned over an extended time. Our staff has an intense, school-wide commitment to character development through the implementation of our own Caring and Capable Program as well as in every interaction with students. We have created a community for success, building on the strengths, successes and potential of our diverse population rather than the challenges these children face. As a result of this focus, classrooms have become communities that embrace diverse, engaged, thoughtful and responsible learners.

We found that an effective way to enliven the principles of exemplary character for students is to familiarize them with literary characters that model the ideals of social engagement. Children's literature is an integral and valuable part of our curriculum. Careful attention is paid to selection of literature in which the characters model character building principles such as respect, responsibility, integrity, cooperation, leadership and citizenship. Student lessons also include morning meetings fashioned after Responsive Classroom strategies, cooperative learning experiences, role playing, journaling, sharing, games, and parent involvement activities.

Parents play an important role in their child's learning. Together, parents and teachers collaborate to help children develop confidence and competence in their academic endeavors as well as connectedness with their school community. The school sponsors a Learning Night as well as Family Fun Nights. Most classrooms have a daily planner or journal that is sent home to inform parents about their child's school experience. With this information and daily homework, parents can help their children strengthen their individual learning and accomplishments.

A visitor in our school sees many adult volunteers actively involved in a variety of activities with students. Adults, who include parents, grandparents, and community members, listen to children read, help them practice math facts, facilitate enrichment and remedial math projects, and lead literature circles. Again, research indicates that connecting students with caring adults is a powerful tool for student success.

Instructional and non-instructional staff, parents, and community partners collaborate to eliminate learning barriers and to meet the needs of all our children. Lincoln School's goal is to nurture each child as they pursue their dreams. Creating a learning environment that fosters that pursuit provides the structure to plan and learn about innovative, child-focused programming, to support the development of the whole child, and to work with families in order to achieve high student performance.

We believe this ever-evolving commitment encourages students and staff to flourish, to explore their individual gifts. Most importantly, people at Lincoln value one another for their uniqueness. Keeping that philosophy at the forefront of our planning provides students with the security and confidence to work toward higher achievement. How exciting!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Lincoln students have met or exceeded adequate yearly progress goals established by the state of Minnesota for the last five years. In light of the academic challenges posed by our school's diverse racial, ethnic, language, and socio-economic composition of our student population, the Lincoln staff and community celebrate this success.

On the Minnesota Comprehensive Assessment (2003-2005), a student was considered proficient if he/she scored in Levels 3, 4, or 5. Starting in the spring of 2006, the Minnesota Comprehensive Assessment II was administered. Students are considered proficient on this test if their score meets or exceeds standards. The Minnesota Department of Education has also made other changes in the testing process throughout the last several years, allowing TEAE (Test of Emerging Academic English) to be used for LEP students instead of the MCA Reading in 2006 and implementing the MTELL (Math Test for English Language Learners) in 2007. Because of the changes in tests, it is difficult to compare scores across years and groups of students. However, even with all the changes in tests, Lincoln scores have shown significant growth from 2003-2007 in student proficiency in math and reading.

Overall third grade reading scores have increased significantly over the past five years. The percentage of students showing proficiency has increased significantly from 60% to 75%. During that time the rate of proficiency for LEP students increased from 25% to 31%, while the percent of students meeting proficiency in the free/reduced lunch group rose dramatically from 37% to 56%.

Third grade math scores have also shown student growth. The proficiency rate for third grade students increased from 56% to 62% while free and reduced lunch students showed a growth in proficiency from 33% to 39%.

Lincoln's fifth grade reading scores for all students, LEP students, and free and reduced lunch students have followed an upward trend between 2003 and 2007 with an increase in proficiency of 15%, 16% and 16% respectively during each of those years.

Fifth grade math scores increased significantly from 2003 to 2005 but decreased in 2006 (possibly due to the first administration of the MCAII). These scores illustrate consistent growth in student proficiency, however, when 63% proficiency in 2003 is compared to our 67% proficiency in 2007. LEP and free and reduced lunch scores followed the same trend with a proficiency score in 2007 just slightly higher than in 2003.

Additional information can be found on pages 13-18 of this report and on the state web-site <http://education.state.mn.us>.

Another assessment used by Lincoln Elementary School is the Northwest Evaluation Association (NWEA) Measures of Academic Progress test. This is administered to second, third, fourth, and fifth grade students three times each year. There have been steady increases each year in the average spring mathematics and reading RIT scores among all tested grade levels. In addition, consistent growth is shown among the number of students meeting their Target RIT scores from 2004 through 2007.

2. **Using Assessment Results:**

We use assessment results to monitor student progress and to determine the effectiveness of instructional programs that will inform professional development needs, curriculum modifications and program improvements. In order to adapt for individual students, we also review data on specific students from a variety of assessments.

These assessments include the Minnesota Comprehensive Assessment II (MCA II) and NWEA (Northwest Evaluation Association), a reading and math test that is administered to second through fifth graders during each fall, winter and spring. NWEA is a state aligned computer adaptive tests that measures individual student achievement and growth. In addition, we use STAR (Standardized Test of Achievement in Reading) to guide teachers in placing children in the correct Accelerated Reading (AR) level.

The staff uses these combined assessment results to determine staff development plans, adapt instructional strategies, create instructionally-sound master schedules, and to determine the most effective way to implement intervention programs (e.g., Title I, reading support, Response to Intervention, and Alternative

Learning programs) support student learning. For example, teachers believed shared prep time with other professionals in their grade level would positively impact test results which have resulted in forming Professional Learning Communities at each grade level. Common planning provides opportunities for teachers to consider appropriate instructional approaches for all units of study, to suggest possible solutions for individual student challenges, and to exchange ideas for instructional improvements.

Another significant change that bolstered test results during the last few years is a commitment to daily 90 minute reading and math blocks in every classroom. These longer instructional periods resulted in marked increases in student achievement and MCA test scores.

Implementation of the AR program was in direct response to test results that indicated student reading needs. It has certainly proven an effective strategy to increase the amount students read and their test scores!

3. Communicating Assessment Results:

We regularly communicate assessment results with parents, students and the community. Our district runs on a trimester schedule. Therefore, report cards are sent home three times a year. Parents of third through fifth graders receive an annual individualized MCA testing report from the school district with the previous spring's test results. These are mailed to families when they become available from the state. Collated district and school results are published in the local newspaper as well as on the district and school web-site (www.faribault.k12.mn.us). The results are reviewed by the district school board at meetings one or more times annually. These meetings are telecast on the local TV station (FCTV). Test results also are included in one of Lincoln's monthly newsletter for parents (with translations included). Communicating effectively about assessment has been an important element in our school's success.

One effective way to communicate with parents is at Parent Teacher Conferences held twice a year. So that all of our parents can benefit from these interactions, conferences are interpreted for our hearing impaired, Spanish and Somali speaking families. The remainder of our ELL families invite a family member or friend to translate for them.

NWEA results are shared with the students during school time and with the parents at conferences. In addition, students have 'Friday Folders' that are sent home weekly. These folders are an effective way to share classroom information with parents. Individual student test results, student progress updates as well as notes about individual students from teachers are also sent home in these folders. Members of our school are also on a district level committee that is investigating the purchase of a new Student Information System (SIS) that will include a parent portal that will electronically convey student attendance and achievement.

The entire school community recognizes when a child succeeds at their AR goal. That student's picture is prominently placed on the 'Wall of Fame' outside our Media Center. Parents, students, and previous teachers frequently check this spot to find pictures depicting our successful readers!

4. Sharing Success:

Program successes we have achieved at Lincoln are shared with the other schools within our district through weekly principal's meetings, self study work sessions, board meetings, district grade level meetings, curriculum writing opportunities and with student teachers. We also connect with other colleagues in and out of the educational field through graduate school classes, informal networking with community members and through presentations to local service clubs like the Lions' Club, Kiwanis, and Faribault's Future.

Our Media Specialist and other staff members advised another elementary school within our district about the benefits of the Accelerated Reader program and how to initiate this highly successful learning program at their school.

Teachers also are very open to sharing electronic resources with other district colleagues through a shared district drive encompassing curricular areas.

Lincoln staff request local newspaper coverage of events at our school as often as possible. These news articles inform other community members about the myriad of learning activities and opportunities for volunteering that take place in our school.

Since parents are the most treasured ambassadors for any school, we concentrate much of our efforts in

sharing our successes with students' families. Families who are informed about the details of their child's school have greater understanding about school programs and can offer increased support for their child's achievement. Parents learn about ongoing programs and student success through the school's bilingual newsletters, classroom updates sent home weekly in Friday Folders, e-mails and phone calls from staff about outstanding student progress, on the school's website and at Parent-Teacher Conferences.

The school, in conjunction with the PTA, hosts a Celebrate Lincoln Learning Night in order to share curriculum with parents as well as to provide opportunities for parents and students to enjoy related learning activities. This also provides parents with another opportunity to see their child highlighted on the Accelerated Reader Wall of Fame and to purchase books at the PTA book fair.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lincoln Elementary Schools offers a comprehensive elementary school curriculum that meets the rigorous and relevant expectations set forth by the No Child Left Behind Act (NLCB).

Classroom instruction is tightly focused on identified standards and benchmarks. Gone are the days when teachers' selection of content was determined largely by individual interests or preferences. This has been replaced by a realization that only a coherent, aligned plan of instruction will enable our students to acquire the skills they need to be successful in life.

Our language arts curriculum centers on the Minnesota Academic Standards for Language Arts which includes Reading and Literature, Writing, and Speaking and Listening. Specific benchmarks for each standard describe learner behaviors at each grade level. We use a basal series (Houghton Mifflin) to help us meet these standards. This is by no means our reading curriculum. Teachers use a wide range of research-based strategies and texts above and beyond the basal in order to provide the kinds of rich and diverse language arts experiences that are essential to true competence in reading, writing, speaking, and listening. Writing is not considered an end in itself, but a means of communicating and clarifying thought. Students write regularly with writing being scored collaboratively by teachers using the Minnesota Writing Rubric.

Our mathematics curriculum centers on the Minnesota Academic Standards for Mathematics which includes Mathematical Reasoning, Number Sense, Computation, and Operations, Patterns, Functions, and Algebra, Data Analysis, Statistics, and Probability, and Spatial Sense, Geometry, and Measurement. Our math program uses Everyday Mathematics, a series that provides opportunities for explorations, repeated exposure to topics, the use of manipulatives, and the integration of technology. This process-oriented approach applies mathematics to real world problems, affords students opportunities to work collaboratively, and provides a broad evaluation base, which includes a variety of ways for them to demonstrate mastery.

In science students are engaged in a variety of hands-on, inquiry-based activities, an approach supported by current knowledge about teaching and learning. Each grade has been assigned units with specific constructive responses and benchmarks. Rather than using a single text, our district has selected instructional materials from a variety of publishers. In an effort to integrate science with language arts, we have developed writing prompts for the units in each grade level.

Our Social Studies Alive program also provides specific topics, standards, and benchmarks for every grade level. Our program also relies heavily on quality literature, both fictional and non-fictional, that helps students to find the story in history. In addition, students engage in a variety of hands-on activities such as operating a school-wide Pride Store, touring Faribault Historical Museum, and designing a 'power point' presentation of selected historical figures. Common social studies writing prompts are also used at each grade level.

Our school offers regular weekly instruction by licensed teachers in art, vocal and instrumental music, physical education, and library media. Lincoln fourth and fifth grade students can opt for weekly band and orchestra instruction. Every student, as well as band and orchestra members, perform in concerts. Lincoln also has a technology curriculum with goals for each grade level.

2a. (Elementary Schools) Reading:

Although we use a district-adopted text for teaching language arts, it is only one element of our language arts program. All grades use a combination of strategies drawn from current knowledge about successful teaching and learning. These include guided reading, comprehension strategies, Readers' Workshop, and Literature Circles. Our goal is not to have students simply decode, but to enable them to activate prior knowledge, ask questions, draw inferences, determine importance in text, visualize, synthesize, and repair comprehension when it breaks down. We believe that it is this level of engagement with text that will make reading meaningful and useful for them.

John Dewey once said, 'The idea that learning is not a matter of telling, and being told, but an active and constructive process, is an idea which is as widely accepted in theory as it is neglected in practice.' It is our determination that 'active and constructive' learning be more than a theory at Lincoln Elementary School. We put this idea into practice by providing students with authentic learning tasks, and by giving them the opportunity to make choices and take responsibility for their own learning. Students also engage in

cooperative or collaborative learning in a variety of settings. Probably the most powerful and pervasive example of this is Readers' Workshop. In Readers' Workshop, students make choices about books they are to read and generate and answer their own questions about the text while making their own personal connections (text to self, text to text, and text to world). This approach engages students in the kinds of authentic, real-world skills that are required of all of us: choosing our own books, locating and using information, sharing information or ideas with others, and using information to enhance our lives.

3. Additional Curriculum Area:

Lincoln Elementary School's Social Studies curriculum and instruction is aligned with state standards, encourages active learning through use of project-based activities, and integrates social studies with literature, art, and music in meaningful ways. Examples of this integrated approach are the cultural perspectives addressed in the Minneapolis Institute of Art's 'Art Adventures'; service learning opportunities like letter-writing to soldiers and Meals on Wheels recipients; music performances that focus on patriotism; field trips to local points of interest; and partnerships with local businesses.

It is, however, Lincoln's commitment to application of social ideals that is the highlight of our social studies program. The high expectations and building-wide practices that promote responsible student behavior, development of student leadership, appreciation of diversity, and service to others dramatically affects school climate as well as students' self-esteem and attitudes.

Staff, students, parents, and community members work collaboratively to create an environment in which learning is a top priority. Foster Grandparents, volunteer readers, and Big Brother/Big Sister mentors are incorporated as valued members of the student support network, providing access to caring adults from the community who model service and community engagement.

Opportunities for student leadership include Pride Council, operating the school store, and school patrol. Caring and Capable activities focus on character building and leadership development. The foundation of this program is a weekly video presentation that is aired to every classroom. A book or film is presented that illustrates exemplary character, and thoughts for reflection are posed. Classroom activities throughout the week focus on the character trait that is represented in the weekly presentation.

Many of our students face significant economic challenges yet opportunities to contribute are a meaningful and intentional way to develop compassion and an understanding of the needs of others. Service opportunities include 'adopting' a family at Christmas, Jump Rope for Heart, Pennies for Patients, Stuff a Truck food drive, collection activities for Ronald McDonald House, Red Cross, and Breast Cancer. These activities are supported and informed by classroom instruction and activities.

4. Instructional Methods:

Lincoln's instructional programs are based on the assumption that students vary widely in their interests and abilities and that instruction must be designed in a way that honors these differences.

Reading instruction is based on best practices such as: guided reading, Readers' Workshop, Literature Circles, Writers' Workshop and 6+1 Writing Traits. We have provided our students with increased numbers of non-fiction literature selections in order to improve those critical reading skills. Using Everyday Mathematics, children engage in activities that focus on basic math skills while practicing higher order thinking and critical problem solving. Our science curriculum uses hands-on activities and experiments. Lincoln also has a unique partnership with Riverbend Nature Center. Riverbend activities engage students three times throughout the year in collection and analysis of real world data ' a meaningful way for students to apply scientific methods.

Enrichment classes provide activities that extend and enhance classroom instruction. For example, students are currently exploring the process of invention. Literature appreciation, problem solving, application to authentic situations, and emphasis on higher-order thinking skills are instructional practices that are integrated within these classes. Lincoln uses the latest technology to improve student learning. Students have frequent and regular access to a stationary computer lab, a mobile wireless computer lab, digital cameras, and high-speed internet throughout the building.

Students with disabilities are included in regular classrooms whenever possible with support from special education staff. Students are supported with Kansas Learning Strategies, autism modification training, and

a 3-1 model for speech-language services. In addition, Occupational and Physical Therapy as well as Developmental/Adapted Physical Education services are utilized as effective student support strategies.

5. Professional Development:

Lincoln's professional development is aligned with district Aims, Goals, and Measures. School staff receives professional development training through a collaborative relationship with the district Director of Curriculum and Instruction during two Curriculum Days, six Early Dismissals, and two Grade Level meetings throughout the school year. Teachers, paraprofessionals, and administrators participate in professional development opportunities, providing common knowledge about instructional content and delivery.

Building-level professional development is coordinated by the Lincoln SITE Council. Members represent administration, grade levels, special education, specialist areas, paraprofessionals, and parents.

Instruction and teacher pedagogy is strengthened by targeting specific curriculum for improvement, using best practices to increase student achievement, addressing the needs of underperforming subgroups, building teacher leadership and classroom skills, and working collaboratively to create a community of engaged learners.

Lincoln Professional Development goals:

- 1.) Climate: Strategies that encourage respect and responsibility among students show remarkable results. For instance, our Caring and Capable Program has greatly improved on-time student arrival. Fifth grade tardiness has decreased over the past two years from 17% to 11%.
- 2.) Math: Teachers receive ongoing training in best practices. Initiating 90-minute instructional blocks was an outgrowth of that training. Additionally, staff was trained in the use of a wireless laptop station to access websites and programs which integrate math with social studies, science, and art.
- 3.) Reading: One outcome of best practice training was instituting 90 minute reading blocks in each classroom. We believe this has improved reading instruction and increased NWEA and MCA II scores. In addition, ELL students have increased reading and writing scores on the Test of Emerging Academic English. By fifth grade, Lincoln ELL students exceed district and state mean scores.
- 4.) Direct Vocabulary Instruction: Teachers receive ongoing training in Direct Vocabulary Instruction. This training aligns to the district's AYP Plan and is based on educational research. As a result, teachers use instructional practices like student-created vocabulary cards, on-line games, and power point presentations to enhance content background knowledge and schema.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test 2003-2005 MCA 2006-2007 MCA II
 Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	75	70	62	50	60
% "Exceeding" State Standards	37	48			
Number of students tested	93	59	74	68	70
Percent of total students tested					
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. LEP					
% "Meeting" plus % "Exceeding" State Standard	31		31	31	25
% "Exceeding" State Standards	8				
Number of students tested	13		13	16	20
2. F/RP					
% "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	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	62	77			
% "Exceeding" State Standards	26	34			
Number of students tested	77	61			
Percent of total students tested					
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. LEP					
% "Meeting" plus % "Exceeding" State Standard	38				
% "Exceeding" State Standards	19				
Number of students tested	13				
2. F/RP					
% "Meeting" plus % "Exceeding" State Standard	39	64			
% "Exceeding" State Standards	19	18			
Number of students tested	36	22			
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	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	79	85	79	65	64
% "Exceeding" State Standards	37	32			
Number of students tested	75	72	68	80	100
Percent of total students tested					
Number of students alternatively assessed	0	3			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. LEP					
% "Meeting" plus % "Exceeding" State Standard	53			20	37
% "Exceeding" State Standards	7				
Number of students tested	15		9	10	19
2. F/RP					
% "Meeting" plus % "Exceeding" State Standard	65	78	55	48	49
% "Exceeding" State Standards	9	22			
Number of students tested	34	27	29	29	43
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	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	62	69	55	51	56
% "Exceeding" State Standards	18	26			
Number of students tested	93	74	73	69	70
Percent of total students tested					
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. LEP					
% "Meeting" plus % "Exceeding" State Standard	31	47	39	44	35
% "Exceeding" State Standards	8	7			
Number of students tested	13	15	13	16	20
2. F/RP					
% "Meeting" plus % "Exceeding" State Standard	39	57	41	35	33
% "Exceeding" State Standards	8	16			
Number of students tested	36	37	37	31	30
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	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	65	66			
% "Exceeding" State Standards	23	23			
Number of students tested	77	77			
Percent of total students tested					
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. LEP					
% "Meeting" plus % "Exceeding" State Standard	54	53			
% "Exceeding" State Standards	15	13			
Number of students tested	13	15			
2. F/RP					
% "Meeting" plus % "Exceeding" State Standard	47	53			
% "Exceeding" State Standards	19	13			
Number of students tested	32	38			
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					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	67	63	87	71	63
% "Exceeding" State Standards	29	26			
Number of students tested	75	84	67	80	100
Percent of total students tested	0	2			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. LEP					
% "Meeting" plus % "Exceeding" State Standard	27	33		50	26
% "Exceeding" State Standards	0	7			
Number of students tested	15	12	9	10	19
2. F/RP					
% "Meeting" plus % "Exceeding" State Standard	44	45	69	55	44
% "Exceeding" State Standards	12	13			
Number of students tested	34	38	29	29	43
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					