

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Debra Beving

Official School Name: Lincoln Elementary School

School Mailing Address:
321 8th Street
Cedar Falls, IA 50613-2927

County: Black Hawk State School Code Number*: 1044

Telephone: (319) 553-2950 Fax: (319) 266-2827

Web site/URL: http://metadot.cedar-falls.k12.ia.us/index.pl?id=4582;isa=Category;op=show E-mail:
bevingd@cedar-falls.k12.ia.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. David Stoakes

District Name: Cedar Falls Community School District Tel: (319) 553-3000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Deon Senchina

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 6 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 5775

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 area
 Suburban
 Small city or town in a rural area
 Rural

4. 21 Number of years the principal has been in her/his position 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
PreK			0	6	35	37	72
K	43	33	76	7			0
1	33	32	65	8			0
2	18	37	55	9			0
3	35	33	68	10			0
4	29	22	51	11			0
5	36	44	80	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							467

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 3 % Asian
 2 % Black or African American
 5 % Hispanic or Latino
 1 % Native Hawaiian or Other Pacific Islander
 85 % White
 4 % Two or more races
 100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 9 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1.	445
(5)	Total transferred students in row (3) divided by total students in row (4).	0.090
(6)	Amount in row (5) multiplied by 100.	8.989

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 3

Specify languages:

Portuguese, Spanish, Haitian-Creole

9. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 140

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 14 %

Total Number of Students Served: 67

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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>21</u>	<u> </u>
Special resource teachers/specialists	<u>4</u>	<u> </u>
Paraprofessionals	<u>14</u>	<u> </u>
Support staff	<u>11</u>	<u> </u>
Total number	<u>51</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	95%	95%	95%	95%
Daily teacher attendance	90%	90%	90%	90%	90%
Teacher turnover rate	5%	15%	5%	5%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Because we are an Elementary Level Blue Ribbon Nominee, the Student Dropout rate does not apply.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u> </u> %

PART III - SUMMARY

Lincoln Elementary's enrollment has steadily increased over the past five years to 488 students. We are one of six elementary buildings in Cedar Falls, with wide ranging socio-economic backgrounds within our school community. We have 21 sections of classes in grades K-6. We also have a Headstart program with 16 students.

16% of our student population is minority. This includes 7% African American students, 4% Asian, and 5% Hispanic students. The Headstart Program is 56% Caucasian and 44% minority. Our percentage of lower SES students has increased to almost 30%.

We were fortunate to move into "New Lincoln" 3 1/2 years ago. The teachers, staff, and parents were heavily involved in the planning of the new building. The "vision" was to create a warm, welcoming educational atmosphere that would be used by not only our students, but the community members throughout Cedar Falls. Great care was taken to design a facility with multi use capability. We feel successful in our journey to accomplish this "vision". Cosponsored activities at Lincoln include: "Y Kids" AM/PM school age childcare (25-30 AM and 34 PM), Headstart preschool (16) and afterschool "wrap" program (8), Girl Scouts, Boy Scouts, PALS parent group, PAW PRIDE afterschool club, and PIE First Homework Club. The extended year Special Education Summer school for CFSD is located at Lincoln, as well as the Title I Reading summer program. The CFSD orchestra program meets at Lincoln for rehearsals and concerts.

Lincoln has formed a partnership with the University of Northern Iowa (UNI) using the Professional Development School model. In addition to hosting student teachers, participants, etc., a variety of UNI courses have provide on site teaching experiences at Lincoln. UNI Social Studies Methods classes, UNI Remedial reading summer program, and Diagonostic Reading, Elem. Physicla Education methods classes also participate at Lincoln. Paw Pride (America Reads) homework club is sponsored by the Student Reading Association. This group tutors 54 students afterschool with literacy focused activities two afterschool sessions weekly. UNI technology classes visit each semester to learn about applications of technology in classroom instruction.

We are fortunate to work in a larger, modern facility which includes climate control, and updated technology in classrooms. Presentation systems which network computers and projectors are used along with amplification systems in daily instruction to provide enhanced instruction for all students.

In reflecting on Lincoln's strengths, the emphasis on "Building a Learning Community" is felt strongly throughout the building. Perceptual Control Theory, Quality School Research, and Character Counts play a major role in establishing the philosophy of the teaching staff and the emphasis placed on building relationships with students, staff, and families. All students are involved in creating a classroom belief statement at the beginning of the year which is shared with families. AM announcements include the Pledge and our Lincoln Belief statement. Student Council activities are planned to reinforce the Pillars of Character and provide opportunities for service projects.

Our parent community is diverse and engaged in a variety of capacities in supporting the students and staff. TLC- True Lincoln Cooperation is the volunteer listing for teachers to utilize for classroom activities and support. PALS is directly responsible for raising over \$100,000 to help fund our two new playgrounds. Members were instrumental in the planning and design of Lincoln's campus. Additionally, PALS meets monthly and is informed regarding school programs, budget issues, etc. Most recent instructional materials acquired include: purchase student computers every classroom, books for our media center, and materials for "take home" classroom libraries.

Special programs at Lincoln include 60 students served by two Title I teachers in grades K-4. Reading Recovery serves 4 students. We have 4 Special Ed. teachers who serve resource programs serving 47 students with varied needs. 17 students attend St. Patrick School (across the street) and 30 IEP students are at Lincoln

School. Both co-teaching and pullout instructional models are used. We have a part time speech pathologist who serves 35-40 IEP students.

Lincoln has formed partnerships with the City of Cedar Falls, First Methodist Church, and Oakridge Realty. Specifically grade levels are assigned according to curriculum and activities: kdg.- police dept., gr. 1- fire dept., gr. 2- library, gr. 3- art center, gr. 4- Reclamation, gr. 5- Administration.

Our school community has been challenged in recent years with a variety of student and staff issues. Lincoln's close knit faculty has demonstrated courage, strength, and sensitivity to student needs. A 4th grade student passed away in a tragic neighborhood accident last year. The crisis plan provided opportunities for both staff and parent volunteers to respond in a variety of ways to support Lincoln families, and students affected by this sudden loss. When our 5th grade teacher and family were victims of a tornado, within a week the Lincoln community donated essential household, and clothing items, along with \$4,000. The floods devastated several homes in our area and families received clothing and money donations from our school community. A deep commitment to learning and focus on building strong relationships with our students, staff and families provides a unique climate of closeness and support for each member of the "Lincoln family".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Cedar Falls School District utilizes assessment data including: Developmental Reading Assessment (DRA) and Basic Reading Inventory (BRI) reading assessments, Yopp Singer, Observation Survey, Iowa Test of Basic Skills (ITBS) tests, along with a variety of classroom assessments. (check lists, running records, anecdotal records, probes, and teacher designed assessments)

District assessment scores in reading have remained consistently high across grade levels during the past eight years. An analysis of student cohorts shows that students achieve at high levels from kindergarten through sixth grade. Since 2001-02 at least 91% of Lincoln's kindergarten students have been proficient on the Yopp-Singer Test for Phoneme Segmentation. DRA proficiency scores for grade K-2 have consistently been at least 92% for the past five years. BRI scores have also remained high for grades 3-6 during the same period. Only one third grade class in 2004-05 scored below 90% proficiency (87%). All other classes from 2004-2009 have scores at least 93% proficient or above.

Lincoln's ITBS proficiencies over the past four years have exceeded the state trajectories in reading, math, and science at all grade levels.

Reading comprehension proficiency for grade 3 ranges from 75% to 92.1%

Grade 4 ranges from 87.1%-96.8%, Grade 5= range 78.8%-92.4%, Grade 6 range=78.1%-90.4%.

Lincoln's Math ITBS proficiencies over the past four years have exceeded state trajectory. Grade 3 range=82.5%-88.1%, Grade 4 range= 82.5%-98.1%,

Grade 5 range= 84.6%-96.6%, and Grade 6 range=90.5%-96.6%

Lincoln's Science ITBS proficiencies over the past four years have exceeded the state trajectory. Grade 3 range=90.2%-95%, Grade 4 range=89.5%-96.2%,

Grade 5 range= 89.2%-96.6%, Grade 6 range=88.5%-95.3%.

Math and Science achievement has exceeded the reading comprehension achievement.

Math proficiencies for grade 6 have exceeded 90% every year.

Science scores at 3rd and 6th grade has increased yearly.

Discrepancy exists between the achievement for IEP and NON IEP students. Discrepancy exists between low SES achievement and non SES achievement students. This discrepancy has decreased over time. Grade 4 math SES group and IEP groups exceed grade level proficiencies. Grade 3 science SES group also exceeds the grade level proficiency.

Lincoln has large numbers of high performing students at every grade level. These students who score at or above the 80 % and would be considered in the accomplished or distinguished category on the ITBS tests.

Grade 3- high performance: Reading=23.4% Math=25% Science=21.7%

Grade 4- high performance: Reading=28.9 % Math=26.3% Science=34.2%

Grade 5- high performance: Reading=27.2% Math=42.4% Science=41.5%

Grade 6- high performance: Reading=40.6% Math=45.3% Science=40.6%

2. Using Assessment Results:

The Lincoln Leadership Team consists of representatives from every grade level and special areas. At monthly meetings the group is responsible for the review of data, analysis of results, and determining decision direction for the teaching/learning process. The assessment data used includes: DRA and BRI reading

assessments, Yopp Singer, Observation Survey, ITBS tests, and a variety of classroom assessments: check lists, running records, antedoctal records, probes, and teacher designed assessments.

Every teacher is involved with data analysis for their students and emphasis is placed on "tranguation" of standardized tests, DRA/BRI, and classroom performance measures. Intervention plans are written for students who are nonproficient. These plans are reviewed by the leadership team and Title I teachers.

Teachers are responsible for appropriate differentiation, and intervention plans. Weekly collaboration meetings are scheduled for all grade teams. Title I and spec. ed. personnel are included in the collaboration meetings. Leadership team members are responsible for the collaboration meeting agendas and guides for recording. Most recent collaboration focus has been on instructional strategies to enhance reading comprehension. Grade team discussions have focused on the implementation of guided reading for primary levels and small group instruction and literature circles at the upper grade levels. Math instructional focus has included researched based differentiation strategies and small group instruction. Through the support of our instructional coach, a new delivery model for math instruction is being piloted at gr. 3 utilizing pre-and post test results with hopes to expand to additional grade levels next year.

3. Communicating Assessment Results:

Communication with our school community is a high priority. We begin the school year with "Back to School Night" for parents and students to meet the teacher and see the new classroom. The first week parent input conferences are scheduled. Parents provide teachers with information regarding their child's needs and learning style. Parents receive "Year at a Glance" information to provide a better understand the scope and sequence of curriculum during the year. Parent-Teacher conferences take place in November and February when student progress reports are reviewed. Standardized and classroom assessment data are discussed at this time. Optional May conferences are also held.

Written communication is provided to parent by teachers through weekly and monthly newsletters. Our school newsletter, The Link, is sent to all Lincoln families, and includes student progress data, curriculum information, etc. There is an internal district newsletter the Tiger Link which is sent to all CFSD employees and includes building and student data. The Superintendent's Newsletter is mailed to all homes in the district. This report includes district goals, enrollment data, student achievement data, program data, etc.

We have several district committees that analyze and share data reports. The Annual Progress Report (APR) committee analyzes and discusses student and building data. This group comprises students, teachers, administrators, community members, and board members. They are directly responsible for reviewing the CSIP's for the buildings and discussing progress. Minutes of APR are posted on the district website.

The district School Improvement Committee (SIC) includes members of the building leadership teams, administrators, community, and school board. Members are responsible for reporting the professional development activities of each building and presenting the CSIPs. These are discussed as well as additional district information. The group helps assess how to best meet students' instructional needs and direction of district professional development. Leadership team members serve to communicate district information to the building teams. Additionally, minutes are posted on the district website.

A district wide administrator meeting takes place monthly with all buildings represented. Spring meetings with school board members, administration, and LLT members include the presentation of the progress data. A second meeting determines the long and short term goals for the district.

Principals meet twice monthly with the elementary director to discuss various student achievement and related issues. Principals are responsible to share information with building leadership teams, and with faculty. Minutes are posted and also sent to the school board.

The local cable network features school district information and building specific information in a news program format. Community members, administrators, and board members are part of the program. Teachers and students are part of the program designed to help communicate information about the district.

Within in the district a focus area is transitions between buildings as a noticeable drop in scores is noted as our students transition between 6-7 grade and 9th-10th gr. Meetings have been scheduled between teachers at 6-7 to discuss student achievement issues. Committees for the Iowa Core as well as the Professional Development sessions have been scheduled with K-12 teacher teams in response to the need for further articulation to enhance student achievement.

Our superintendent and elementary director lead meetings throughout the district for faculty, and parents to discuss student achievement, budget, and building issues. The school board also presented to the parent groups to enhance communication.

4. Sharing Success:

Each Lincoln faculty meeting begins with sharing celebrations! Staff members are invited to share successes and we share information about programs throughout the building.

The monthly PALS meeting is attended by several staff members. It also includes a report from the principal. Communication of celebrations is important. PALS also publishes a newsletter with additional information for parents.

As previously mentioned, classroom newsletters and the Lincoln LINK newsletter provide important communication to our families. These are sent via Email, and hard copies are provided as needed. A district newsletter the Tiger LINK is written monthly for all CFSD employees and the District Enews is published with important announcements and celebrations.

The Superintendent's newsletter is mailed to all households to share celebrations and progress reports. This publication includes enrollment, achievement, building, staffing and budget reports.

The district website, building website, and Infinite Campus Student information system all provide avenues for communicating with our public and helping others acquire process information.

We have close relationships with the Waterloo Courier, and the Cedar Falls Times which are local newspapers. These publications are very important to our communication of progress and success. Our local television station KWWL has been greatly involved in reporting school activities throughout the years.

In past years we have enjoyed several wonderful ceremonies to break ground, and dedicate our school. These involved not only our many students and families, but our school board, and local city council members and mayor. We anticipate further celebrations to continue to focus on our most important clients- our students, and to also include families, the neighborhood association, and community partners. We would be honored to receive the Blue Ribbon Award.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Literacy Curriculum: The literacy curriculum is based upon a balanced literacy approach to serving children. There are ten strands to the balanced literacy curriculum including: modeled writing, shared writing, writer's workshop, content area writing, independent writing, independent reading, content area reading, guided reading, shared reading, and read aloud. The ten strands are scientifically based in research and are implemented throughout the day in all curricular areas. In addition, the curriculum focuses on comprehension strategy instruction, graphic organizers, vocabulary instruction, and text structures. In the primary grades approximately 180 minutes are scheduled for daily literacy instruction. In the intermediate grades the amount of time for literacy instruction is approximately 150 minutes. Research tells us effective instruction provides a balanced program in which a skillful, committed teacher adapts and integrates a multitude of components to enable each student to achieve his or her literacy potential (Slaving & Madden 1989).

Math Curriculum: The math curriculum, aligned with the NCTM standards, is a comprehensive program that emphasizes the application of math to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Math instruction includes time for whole-group instruction as well as small-group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects, and on-going practice. The math curriculum provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with fact triangles (flash card of fact families), daily sets of review problems, homework, timed tests, and a wide variety of math games.

Social Studies Curriculum: The social studies curriculum is aligned with the National Social Studies Standards and is theory and research based. It consists of a series of instructional practices that allow students of all abilities to master key social studies concepts. Dynamic lessons build mastery of state and national social studies standards. The curriculum is characterized by eight features including theory and research based active instruction, standards based content, preview assignments, multiple intelligences teaching strategies, considerate text, graphically organized reading notes, processing assignment, and assessments to inform instruction.

Related Arts: The related arts opportunities for Lincoln Elementary students include: art, vocal music, instrumental music, orchestra, physical education, guidance, and library media skill. The curricula for the above areas include opportunities to develop skills in the following areas: technical, physical, problem solving, higher order thinking skills (Bloom's taxonomy), leadership, cooperation and collaboration. Performance assessment in all areas allows students opportunities for self assessment as well as for teacher feedback.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The district literacy curriculum, which includes reading, is based upon a balanced literacy approach to serving children. There are ten strands to the balanced literacy curriculum including: independent reading, content area reading, guided reading, shared reading, read aloud, modeled writing, shared writing, writer's workshop, content area writing, and independent writing. The strands are scientifically based in research and implemented throughout the day in all curricular areas. The curriculum focuses on comprehension strategy instruction, graphic organizers, vocabulary instruction, and text structures. The allocation of large blocks of instructional time is also a part of the district guidance for implementing the literacy (reading) curriculum. Teachers use formative and summative assessment data to provide small group reading instruction in all grades. The make-up of the groups is flexible as children make progress at various rates. Research has proven that effective instruction provides a balanced program in which a skillful, committed teacher adapts

and integrates a multitude of components to enable each student to achieve his or her literacy potential (Slavin & Madden 1989). Research also tells us a program that provides only direct instruction does not allow the child opportunity to "give it a go" - - and one that only invites students to read whatever they can figure out on their own encourages guessing and fosters dependency. A balance of direct instruction and student independence is needed. For students to be competent readers, a careful, purposeful instructional sequence should contain all the parts and should demonstrate the release of responsibility to students as their independence increases. Effective strategy instruction is about developing readers who actively and independently monitor and regulate their own comprehension. Effective comprehension strategy instruction is explicit or direct.

3. **Additional Curriculum Area:**

Science Curriculum: The science curriculum, aligned with the National Science Education Standards, is designed to provide meaningful science education for all students. The science curriculum provides a general exposure to many aspects of the natural world in ways that are cognitively appropriate for children and in an environment that encourages creative and complex thinking in a dynamic social structure. The science curriculum provides multiple opportunities for students to use their literacy and math skills. Reading, writing, listening and speaking are essential parts of science, because they communicate our observations and express our understanding to others. Math allows us to quantify our observations and organize them in order to see relationships and predict the future.

4. **Instructional Methods:**

The school differentiates instruction in a variety of ways. First of all, special programs are designed to meet the needs of individual students. Special Education services are provided for students using a continuum of services: consulting teacher services, co-teaching services, collaborative services, pull out "supplementary" services, and special class services. Staff at Lincoln Elementary believe special education is a "service not a place". Another program which allows the school to differentiate instruction includes the Title 1 Reading program. This program serves children in grades K-3 providing reading instruction at the instructional level for children who are not yet consistently performing at grade level. Classroom teachers differentiate instruction in all curricular areas. Specifically, teachers provide reading instruction using guided reading (small group) reading for students in their classrooms. Using formative and summative assessment data teachers determine instructional reading levels for students and group students accordingly. This allows students to interact with print at their level and develop comprehension strategies as well. Teachers also use a guided approach when delivering math instruction. Students are provided opportunities for remedial and enrichment activities during class time. Accommodations are provided for students per their IEP and as needed. Teachers go above and beyond the call of duty to do whatever it takes to ensure students are successful. The hands-on nature of science and social studies curriculum provides an opportunity for all students to be successful regardless of their reading levels. Students are actively engaged in hands on activities whenever possible as a part of their school experience. Lincoln Elementary also partners with the University of Northern Iowa to provide additional assistance for students needing additional support as a part of their after school homework club. Parents and volunteers provide additional support for students performing at all levels.

5. **Professional Development:**

Professional development is a priority for Lincoln Elementary as evidenced by their building action plans for the past several years. Each year various data sources are reviewed by the building leadership team to identify areas of strength and areas of concern. Data sources include the Iowa Tests of Basic Skills, DRA and BRI reading assessment, Cogat, attendance, implementation logs and bullying and harassment, office referrals, Iowa Youth Survey, special education, Title 1 reading, and classroom data. As the data is reviewed the following questions are asked: What do you notice when you look at the data? What additional questions do the data generate? Based on the data what can we infer that teachers or students need to work on? What do the results and their implications for our building and district action plans? Once the areas of concern are identified the leadership team identifies research based strategies proven to improve student achievement. Professional development is designed to provide teachers the opportunity to develop the skills to deliver

instruction that is scientifically based in research. In addition, specific professional development opportunities are provided at the district level for math, reading, social studies, science, assessment, characteristics of effective instruction, and other areas. The professional development is delivered at grade level teams or clusters, by building, and differentiated for teachers new to the profession, new to the district or grade level, and returning staff. Action plans include professional development specific to their building as well as district training. Teachers also identify a topic for collaboration and meet weekly to further their learning. Each grade level team also has a common planning day each day of the six day cycle for additional collaboration. Each teacher works with the building principal to identify an individual career development plan as a part of their evaluation. The goals in the development plan are aligned closely with the Iowa Teaching Standards and the unique needs of individual teachers. The principal and teacher meet twice a year to review progress on those plans.

6. School Leadership:

Lincoln Elementary has a structure that allows frequent opportunities for all staff members to communicate. First of all, because Lincoln is a three section building, grade level teams meet daily to review student performance, assessment data, identify instructional strategies to meet the needs of students, and planning purposes. Related arts, reading, and special education staff rotate their attendance at the various grade levels on a systematic and as needed basis. This allows opportunities to discuss individual student needs, progress, accommodations, and parent communications. Another vehicle that allows for communication and provides teachers with leadership roles is the Building Leadership Team. This building team consists of general education teachers, special education teachers, specialists teachers, related arts teachers, and the principal. The BLT meets monthly for half a day. They discuss several issues including student achievement data, instructional strategies and implementation logs, behavioral concerns, building level issues such as traffic flow, communication internal and external, safety planning, celebrations, and many other pertinent issues. The members of the BLT share information with their grade level teams and serve as a liaison to the larger BLT. This allows all staff to provide input for decision making in all areas. Another opportunity for leadership is through the General Education Intervention Team. This team works together to draft intervention plans for students who may be underperforming academically, present with behavioral challenges, attendance issues, or other needs identified by staff. All staff members have the opportunity to refer students to this team for additional support. All teams in the building provide the building principal with input and suggestions for improvements. For example, as the number of students needing additional reading support increases the BLT will examine creative ways of meeting those needs. If additional staff are needed then a formal request is submitted to the district office for consideration. Students are also provided a leadership opportunity within the school through the Student Council. Students are provided opportunities to generate ideas for how to solve problems within the school and ideas for improvements within the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Oct	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	87	81	84	97	73
% Advanced	36	31	27	40	24
Number of students tested	47	77	74	57	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	100	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	56	59	91	55
% Advanced	8	13	4	27	15
Number of students tested	13	16	27	11	20
2. African American Students					
% Proficient plus % Advanced			55		
% Advanced			18		
Number of students tested			11		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			70		39
% Advanced			0		15
Number of students tested			10		13
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	89	85	91	98	74
% Advanced	36	35	30	43	26
Number of students tested	45	66	57	49	62

Notes:

Any subgroup reported with "zeros" indicates that either no students fall into that category or there were less than 10 which makes it non-reportable.

Subject: Reading
Edition/Publication Year: 2001

Grade: 3 Test: Iowa Tests of Basic Skills
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Oct	Nov	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	87	87	86	88	86
% Advanced	30	29	41	35	41
Number of students tested	47	77	74	58	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	69	74	73	68
% Advanced	8	6	30	18	21
Number of students tested	13	16	27	11	19
2. African American Students					
% Proficient plus % Advanced			82		
% Advanced			27		
Number of students tested			11		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			90		36
% Advanced			20		27
Number of students tested			10		11
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	89	89	88	92	87
% Advanced	31	32	44	38	45
Number of students tested	45	66	57	50	60

Notes:

Any "zeros" either indicate that no students tested or there were less than 10 in that subgroup.

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 4 Test: Iowa Tests of Basic Skills
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Oct	Nov	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	82	92	97	89	89
% Advanced	42	41	44	37	47
Number of students tested	78	71	64	71	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	63	91		78	50
% Advanced	13	18		11	20
Number of students tested	16	22		18	10
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				69	75
% Advanced				31	8
Number of students tested				13	12
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	85	93	100	89	91
% Advanced	46	46	46	36	49
Number of students tested	68	57	57	64	57

Notes:

Any "zeros" entered above indicates that either no students were tested or the subgroup was less than 10 making it non-reportable.

Subject: Reading
Edition/Publication Year: 2001

Grade: 4 Test: Iowa Tests of Basic Skills
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Oct	Nov	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	90	89	96	82	84
% Advanced	42	32	44	31	45
Number of students tested	78	71	66	71	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	69	82	91	61	50
% Advanced	6	18	36	11	20
Number of students tested	16	22	11	18	10
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				69	58
% Advanced				15	17
Number of students tested				13	12
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	90	91	98	81	86
% Advanced	46	37	46	33	47
Number of students tested	68	57	59	64	57

Notes:

Any "zeros" indicate that either no students tested or there were less than 10 in that subgroup.

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 5 Test: Iowa Tests of Basic Skills
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Oct	Nov	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	92	95	83	88	84
% Advanced	45	45	33	33	32
Number of students tested	73	65	76	58	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	82	90	63	75	61
% Advanced	27	40	13	17	17
Number of students tested	22	10	24	12	18
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	80		53		42
% Advanced	20		21		17
Number of students tested	10		19		12
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	95	97	83	87	87
% Advanced	53	43	34	33	34
Number of students tested	61	58	64	54	67

Notes:

Any "zeros" entered above indicates that either no students were tested or less than 10 were in that subgroup making it non-reportable.

Subject: Reading
Edition/Publication Year: 2001

Grade: 5 Test: Iowa Tests of Basic Skills
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Oct	Nov	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	89	85	90	91	84
% Advanced	30	23	22	22	13
Number of students tested	73	66	76	58	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	73	80	75	75	67
% Advanced	5	20	17	8	6
Number of students tested	22	10	24	12	18
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	80		79		58
% Advanced	0		0		0
Number of students tested	10		19		12
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	90	86	89	91	87
% Advanced	36	22	24	24	13
Number of students tested	61	59	64	54	67

Notes:

Any "zeros" indicate that either no students tested or there were less than 10 in that subgroup.

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 6 Test: Iowa Tests of Basic Skills
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	94	92	90	92	81
% Advanced	39	44	37	32	14
Number of students tested	69	73	63	72	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	83		75	71
% Advanced	31	24		25	7
Number of students tested	13	17		16	14
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		81		55	
% Advanced		19		18	
Number of students tested		16		11	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	97	92	90	94	88
% Advanced	27	43	39	34	17
Number of students tested	62	63	59	65	48

Notes:

Any "zeros" entered indicates that either no students were in that subgroup or less than 10 therefore making it non-reportable.

Subject: Reading
Edition/Publication Year: 2001

Grade: 6 Test: Iowa Tests of Basic Skills
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Oct	Nov	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	87	86	89	81	85
% Advanced	32	33	30	29	22
Number of students tested	69	73	63	72	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77	65		75	64
% Advanced	31	12		13	0
Number of students tested	13	17		16	14
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		75		64	88
% Advanced		19		0	27
Number of students tested		16		11	48
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	92	86	88	82	88
% Advanced	32	33	32	31	27
Number of students tested	62	63	59	65	48

Notes:

Any "zeros" entered indicate that either no students tested or there were less than 10 in that subgroup.