

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: Mr. Albert Johnson

Official School Name: Lincoln Elementary School

School Mailing Address:
18048 Lincoln Road
Purcellville, VA 20132-4033

County: Loudoun County State School Code Number*: 0290

Telephone: (540) 751-2430 Fax: (540) 338-6862

Web site/URL: http://cmsweb2.loudoun.k12.va.us/lincoln/site/default.asp E-mail:
ajohnson@loudoun.k12.va.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. Edgar Hatrick

District Name: Loudoun County Public Schools Tel: (571) 252-1000

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: Mr. John Stevens

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)

51	Elementary schools (includes K-8)
13	Middle/Junior high schools
12	High schools
	K-12 schools
76	TOTAL

2. District Per Pupil Expenditure: 12780

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. 10 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	1		1	6			0
K	10	15	25	7			0
1	17	9	26	8			0
2	6	14	20	9			0
3	14	12	26	10			0
4	12	13	25	11			0
5	15	12	27	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							150

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
1 % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
94 % White
 _____ % 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: 2 %

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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	150
(5)	Total transferred students in row (3) divided by total students in row (4).	0.020
(6)	Amount in row (5) multiplied by 100.	2.000

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 3

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: 9 %

Total Number of Students Served: 14

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>0</u>
Classroom teachers	<u>6</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>10</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff	<u>2</u>	<u>8</u>
Total number	<u>13</u>	<u>20</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 25 :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	96%	96%	96%	98%	96%
Daily teacher attendance	97%	95%	95%	95%	96%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Lincoln Elementary School is a small K-5 school located in the western end of Loudoun County. In 1786 the Village of Lincoln, a Quaker community, constructed a brick, two story school that housed elementary students on the first floor and high school students on the second floor.

By 1908 the community had outgrown the school and a new two story building was built on ten acres of land, the current site. This school also housed both elementary and high school students until 1916 when the elementary students were moved to the original school which had been remodeled.

Unfortunately, on April 1, 1926 a fire in the chemistry lab caused the high school building to burn to the ground. Later that same year the school was rebuilt on the same site. This time it was a one story high school.

In 1955 the Lincoln High School students were transferred to the new Loudoun County High School in Leesburg and the Lincoln High School building became the new home of Lincoln Elementary School.

Lincoln Elementary School is in a rural setting located beside the last existing dairy farm in Loudoun County. The student body is not very diverse in comparison to the schools in the central and eastern ends of the county. We do, however, have diversity in the learning abilities of our students. The school offers both a gifted program and a remedial reading resource program. The staff as a whole varies the instruction to meet the needs of all students. We firmly believe that all students can, should, and will learn.

Lincoln is a small school serving a community of very active, involved families. We have an open-door policy and enjoy parent participation on a daily basis. The Parent Teacher Organization (PTO) is very active with a strong volunteer program. Classroom teachers are supported by significant PTO contributions. Special projects such as playground equipment and a school sound system have been funded by the PTO.

Lincoln is a unique school and community in that we are small with an abundance of family involvement, support and participation. The school serves as a hub for community activity.

We feel our achievement makes us worthy of being recognized as a Blue Ribbon School. For the school years 2006-2007, 2007-2008, and 2008-2009 we have been recognized by the Virginia State Department of Education as a school with a pass rate of 95% or higher in all four core academic areas in the Virginia Assessment Program. We have been awarded the "Governor's Award for Educational Excellence" for 2008 and 2009, both years the award has been given. For the 2008-2009 school year we had the highest SOL Test Scores in the state of Virginia.

We enjoy community partnerships with Giant Groceries, Abernathy and Spencer Nursery, Blooms, and Target. We receive financial contributions, goods, and services from our community partners and were the recipient of 834 hours of volunteer service for the 2008-2009 school year. The community support and involvement and dedicated staff make Lincoln a wonderful environment for students to learn, grow, mature, and prepare for the future. It is our mission to provide the highest quality of education possible in a safe, positive and child-centered climate.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the state of Virginia, the Standards of Learning (SOL) assessments are administered to hold schools accountable for student learning and achievement, as well as to determine accreditation for individual schools. This is evidenced at the Virginia State Department of Education's website, http://www.doe.virginia.gov/testing/achievement_data/index.shtml.

Each year, students in grades 3 and 5 are tested in English (reading and writing-grade 5), math, science and social studies. Grade 4 is tested in reading and mathematics. Also, in Loudoun County we elect to administer the fifth grade social studies test at the fourth grade level. The SOLs measure content knowledge, use of mathematical processes and reasoning, and scientific investigations.

State SOL results are reported on a scale of 0 – 600. Scores of 400 – 499 are rated pass/proficient and 500 or above rank pass/advanced. Lincoln Elementary School has been fully accredited since 2004. We review state SOL scores to determine Adequate Yearly Progress (AYP) under No Child Left Behind. Lincoln has consistently met all 35 indicators and achieved AYP since 2004.

In 2004-2005, the fifth grade pass rate on the state SOL reading test was 100 percent and 100 percent for math. In 2008-2009, 100 percent of fifth grade students passed in reading and 100 percent passed the math test. The average pass rate for the five year period spanning 2004-2009 for SOL reading was 96 percent and for math was 98 percent. For the time span of 2004-2009 African-American, Hispanic and disadvantaged students had an 88 percent pass rate for reading and 80 percent for math. While there continues to be an achievement gap between minority and white students, it is narrowing.

In 2004-2005, Lincoln third graders had a 90 percent pass rate on the state SOL reading and a 100 percent pass rate on the state SOL math assessments. In 2008-2009 Lincoln third graders scored 100 percent on the state SOL reading and 100 percent on the state SOL math. The average pass rate for the five year period spanning 2004-2009 for SOL reading was 96 percent and for math was 97 percent. The achievement gap in math again narrowed with 96 percent of white students, 100 percent of African-American students, and 100 percent of disadvantaged students passing the state math test. In reading, 97 percent of white students, 100 percent of African-American and 100 percent of disadvantaged students passed the state SOL reading test.

Grade 4 assessment results are equally impressive. In 2005-2006, the first year that fourth graders were tested by the state, 100 percent of students were proficient in reading and 100 percent were proficient in math. In 2008-2009, 100 percent of fourth grade students were proficient in reading and 100 percent were proficient in math. The average pass rate for the four year period spanning 2004-2009 for SOL reading was 98 percent and for math was also 98 percent. The achievement gap in math again has narrowed with 98 percent of white students, 100 percent of African-American students, and 100 percent of disadvantaged students passing the state math test. With reading pass rates for white students at 98 percent, disadvantaged students at 100 percent, and minorities at 72 percent, the achievement gap among these groups had remained constant.

In order to meet the needs of all students, teachers utilize common weekly, monthly, and bi-annual assessments. The teachers work closely with the reading specialist and math supervisor to monitor the progress of each student. Test data is studied by staff to determine the progress of students and for planning instruction, grouping students, and creating focused, objective assessments. Weekly, monthly, and bi-annual assessments are used to determine areas where instructional intervention is needed. Consistent implementation of vocabulary study, problem solving strategies, and using data to make decisions, produced remarkable results in student achievement.

2. Using Assessment Results:

Teachers and administrators at Lincoln Elementary School use assessment data to understand and improve student performance. Data is collected from the Loudoun County Public Schools Data Warehouse. Ongoing assessments provide information about student progress toward mastery of the curriculum. Data from assessments such as the Phonological Awareness Literacy Screening (PALS), Developmental Reading Assessment (DRA), and Loudoun County Public Schools (LCPS) Benchmark Assessments guide us in planning appropriate instruction for every student and help us provide the appropriate resources to facilitate student achievement. Teachers also assess students daily in the classroom setting.

Assessment results are used in a variety of ways. When the school receives data from testing, it is immediately disaggregated. Reporting categories and test items are analyzed with the help of curriculum documents to increase understanding of student thinking and to assist teachers in making valid conclusions regarding the effectiveness of their instructions and students' needs for instructional remediation.

The Lincoln Elementary School Improvement Team examines test data reported by the Virginia Department of Education and the Loudoun County Public Schools bi-annual benchmark assessments. Utilizing the data, the principal and the School Improvement Team prepare an Annual School Improvement Plan which assesses the needs of students. With assistance from Loudoun County Public Schools academic supervisors, the teachers and the School Improvement Team assess what instructional strategies were most successful and develop remedial strategies that will effectively improve student performance.

The School Improvement Plan (SIP) serves as an instructional guide and timeline for Lincoln Elementary teachers and staff. Specific needs are identified and instructional strategies are planned to ensure successful student results. Student data is also used to determine a course of referral for individual support and to target instruction for at-risk learners. Once identified, the targeted student populations are assigned to malleable groups with teachers, assistants, volunteers and paid tutors. Students receive concentrated instruction before, during and after school. Small group instruction, collaborative lessons, and professional development, are examples of best practices utilized by Lincoln's staff to improve achievement for all students.

3. Communicating Assessment Results:

The Lincoln Elementary School staff makes a concerted effort to ensure that all constituents are informed about how our students are performing and encourages everyone to participate in the process. We kick-off our school year with an "Open House" day, where students and families are invited to the school to meet the teachers and see the classrooms. A few weeks later, "Back to School Night" gives parents an opportunity to learn about the curriculum framework, classroom policies, discipline plan, and about the assessments that will be used at each grade level.

Throughout the year, numerous activities are utilized to promote effective communication. In the communication letter announcing "Open House," SOL data is shared with all parents, including pass rates and percentages of students who are pass proficient and pass advanced. During PTO meetings, the principal reports and breaks down SOL data for parents. The role of the parent is emphasized in supporting students in their quest to achieve learning to the best of their ability. The staff volunteers time and materials for "Math Under the Stars," "Reading Under the Stars," and "Writing Under the Stars" nights to emphasize the importance of parental involvement in their children's learning and to support parents in their efforts to reinforce academic expectations at home.

Parents receive quarterly report cards and interim reports to inform them of student progress. Friday folders are sent home weekly with student work. Newsletters and our automated system, Connect-Ed, keep parents apprised of upcoming assessments and test results. All general assessment data is available online at the school's web site.

Teachers hold parent conferences at the end of the first quarter and periodically thereafter to discuss student performance on assessments, and what each child needs to do to reach the goals established for each grade.

4. **Sharing Success:**

One of the positive things that occurs from frequent administrative meetings and in-services is the opportunity to talk to fellow administrators and to share with each other the instructional design and strategies that are utilized in each school. Loudoun County Public Schools holds two monthly administrator meetings where such sharing takes place.

In 2007 and 2008 the principal, had the opportunity to participate with all the LCPS principals in eleven days of McCrel in-service where they studied best practices in instruction, using data to improve student achievement, and creating positive school climate and culture. The principals read and studied Robert Marzano, Gary Howard, Deborah Wahlstrom, Harry Wong, Martin Seligman, Daniel Pink, and Calvin Mackie. During these days we continually discussed and shared philosophy and practices in small and large groups. This was an excellent opportunity for the Lincoln principal to share with peers some of the programs that have been utilized at Lincoln to promote superior performance.

During American Education Week, each class plans activities to share with parents, grandparents, and the general public whom we invite to visit and view the class activities. These activities are posted by the Public Information Office on the LCPS web site. Also, we have “Math and Writing Under the Stars” nights where students present to parents and visitors some of the work they have completed at school.

Lincoln has an open-door policy encouraging visits by teachers and administrators from local schools and surrounding districts. We are happy to share with others the practices that have made us such a successful school.

Members of the instructional staff have done workshop presentations at the Loudoun County in-service days on topics such as Unpacking the SOL, Mentoring Teachers, Word Study for Primary Teachers, Word Study for Special Ed. Teachers, Math Investigations, Ameliorating Collaboration, Writing in the Primary Grades using Blackboard.com. The topic Writing Buddies was presented at the state level. We welcome any and all future opportunities to share the strategies we have developed to ensure that all children, everywhere, experience success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Virginia Standards of Learning and curriculum guides developed by Loudoun County Public Schools serve as the foundation for curriculum and instruction at Lincoln Elementary School. The implementation of grade level standards and objectives is facilitated by the use of district pacing guides. The pacing guides are used to promote systematic units of instruction in the content areas of reading, math, science, and social studies.

Once a month, content area meetings are held to discuss curriculum and strategies to maximize student achievement. LCPS teachers and content supervisors analyze, align, assess and adjust the curriculum to ensure that students are engaged in relevant and applicable learning tasks that allow students to make meaningful connections to the world around them. To ensure that intended learning outcomes are achieved, the alignment of curriculum, instruction, and assessment is continually monitored.

The language arts curriculum integrates speaking, listening, viewing, reading, and writing skills. There is a significant emphasis on literature and research, word analysis strategies (phonetic/structural), understanding a variety of print resource materials, elements of literature and vocabulary building. At Lincoln we supplement vocabulary study with the use of the WordMasters program and the Vocabulary Word of the Day for students in grades 3-5. Writing instruction consists of modeled writing, shared writing, guided writing and independent writing to aid students in the writing process which encompasses planning, composing, and revising paragraphs, stories, letters and reports. We utilize the Four Square writing model to teach writing. Feedback from teacher and peer conferences allows students to edit for grammar, capitalization, punctuation and spelling. Lincoln's after-school writing club for students in grades 4-5 has been very beneficial.

The mathematics curriculum in grades kindergarten through fifth is organized around content strands – number and number sense, computation and estimation, measurement, geometry, probability and statistics, patterns, functions, and algebra. The content at each grade level builds in complexity as students progress to the next grade level. The mathematics curriculum is reflective of the national mathematics standards which advocate for students to become mathematical problem solvers, to communicate mathematically, to reason mathematically, and make mathematical connections. We supplement our regular math curriculum with the Principal's Math Challenge which boosts our students' problem solving ability.

Science instruction at Lincoln Elementary emphasizes hands-on learning using scientific investigations. The core curriculum focuses on force, motion, energy and matter, life processes and living systems, as well as Earth/space systems and cycle. The science curriculum is based on the objectives set forth by the Virginia Standards of Learning (SOL) and the Science Achievement Standards of Loudoun County. From these objectives, our science curriculum integrates meaningful experiences and understanding of the scientific process in the Harcourt Science text.

At Lincoln Elementary, we expect our students to become active, responsible citizens through our teaching of social science. In kindergarten and first grade, students learn about themselves as individuals, as members of families, and as members of different communities. Second grade students learn about famous Americans, American Indian tribes, early European explorers, contemporary Mexico, and the cultures of Egypt and China. Grade three students learn about the cultures of the ancient civilizations of Greece, the ancient empire of Mali, and Rome. They also study the biographies of significant Americans. Students in grades four and five study the growth and development of the state of Virginia from 1607 to the present. Textbooks, trade books, primary resources, electronic and virtual resources, art and music activities, and field trips are used to engage students in learning at each grade level.

The comprehensive curriculum and resources in use at Lincoln, together with thorough analysis of the data we ascertain from assessing contributes to student learning and are a significant component of Lincoln's student success.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

It is the goal of Lincoln to assure that every student reads at or above grade level by the conclusion of each school year. We also strive to close all achievement gaps between sub-groups of our student population, and to help our students apply reading skills they have learned to understand and effectively participate in the world around them.

In the achievement of our goals, we utilize the LCPS curriculum guide to lead us in the creation of lesson plans that reflect the alignment of our objectives with state and local curricula. Research-based practices, such as whole and small group instruction, differentiation of instruction, word study, and technology integration are used to instruct students in the critical areas of phonemic and phonological awareness, fluency, vocabulary, and comprehension. Material and technological resources utilized include the Houghton Mifflin reading series, Accelerated Reader, SME Reading, Reading A to Z and SOL Pass.

Ongoing assessments provide information about student progress toward mastery of the curriculum. Data from assessments such as the Phonological Awareness Literacy Screening (PALS), Developmental Reading Assessment, (DRA), and Loudoun County Public Schools (LCPS) Benchmark Assessments guide us in planning appropriate instruction for every student and help us provide the appropriate resources to facilitate student achievement.

Several programs are available to support student achievement in reading. Our reading resource specialist supports classroom teachers in providing students with small-group and in-class support, giving them additional doses of instruction in targeted areas. In the SOL after-school tutoring program and Computer Lab after-school program students receive assistance with instruction in targeted SOL objectives identified as areas needing improvement and with homework.

School-wide implementation of the Accelerated Reader program motivates students to engage in reading a variety of books at increasing levels of difficulty. Students also have the opportunity to participate in the WordMasters vocabulary building program, Vocabulary Word of the Day, Poetry Masters, and the Lincoln Summer Reading Incentive Program.

Teacher training is provided through on-site workshops and off-site conferences and allows Lincoln teachers to stay on the cutting edge of best practices in reading.

3. Additional Curriculum Area:

The use of technology is an integral part of the instructional program at Lincoln Elementary. Lincoln's teachers utilize a variety of technology resources to help meet the needs of all students. One-third of the classrooms at Lincoln are equipped with a Smart Board which is used for direct instruction, guided practice and as interactive work stations. The Lincoln computer lab has a Promethean Board. We are in the process of adding Promethean Boards to all classrooms. This addition is scheduled to be completed by the end of 2010-2011. Extensive training has been provided to staff on the use of the Promethean Board. This technology is utilized daily by teachers and staff.

Success Maker Enterprise (SME) Reading, Math, and Science, are currently being used at Lincoln as a tool to assess understanding in grades 3 - 5. Students and teachers using SME technology benefit from immediate feedback as they complete the assessments.

Electronic Practice Assessment Tools (EPATs) are utilized by teachers in grades 3-5 to simulate VDOE SOL released tests. Teachers can differentiate instruction to meet the specific needs of each student with SME, and it is an important resource in facilitating our commitment to data driven instruction.

Technology also provides an important avenue for communication with parents and the surrounding community. Lincoln utilizes a voicemail/email system called Connect-ED to alert parents, staff, and community members about upcoming school activities, events, and emergencies. The Lincoln web page provides additional information for parents and students concerning school and classroom activities. It also contains links for students regarding homework help and math and reading practice. Each teacher maintains a classroom web page which includes newsletters, nine week curriculum overviews, and information specific to each classroom.

Teachers have access to a wide range of videos correlated to the curriculum through Safari Montage, a video hosting application. Solpass.org provides students with social studies and science review activities.

Finally, we use online instructional software to benefit our students. Students practice curriculum objectives on computer based instructional and assessment resources such as Reading A to Z, SME Reading, and SME Math. This academic software is used to individualize lessons for struggling students. These resources provide remediation and enhance student learning.

4. Instructional Methods:

Lincoln Elementary School provides ongoing support for all students to achieve in grades kindergarten through five. First, teachers assess individual student needs, strengths, and learning styles, and develop the appropriate instructional plan for their success in reading and mathematics. Our general education teachers, special education teachers, and all specialists receive ongoing in-service in the use of research-based strategies so they can meet the needs of all students as well as ensure that the Standards of Learning objectives are met.

All students with disabilities in reading and/or mathematics receive small group and/or one-to-one instruction by members of the instructional team. Students who need help with homework can participate in the after-school Computer Lab program or the Homework Club. All students identified by the teachers as being at-risk can participate in the SOL Remediation program after school. Student progress for every student is monitored by the classroom teacher. Immediate feedback received by the teacher from assessments and consultation with specialists results in the modification of plans and instruction. The classroom teacher continually reviews student progress and placement to ensure desired student achievement.

At Lincoln we hold high expectations for all of students and strive to close the achievement gap. An appropriate staff development plan has been implemented to ensure that all teachers and staff are prepared to plan, implement, and monitor quality instruction for all students. Lincoln Elementary continually provides academic challenge to all students, and students respond with academic excellence

5. Professional Development:

School-based professional development at Lincoln is planned by the Staff Development Committee. This team is comprised of the principal and members of the teaching staff. We determine what in-service is needed by assessing our test data to determine areas of need and also include initiatives that the Loudoun County Public School Administration team determine are going to be areas of focus.

For the past five years Lincoln's faculty and staff have been trained on current comprehension strategies. The reading specialist discusses and demonstrates new reading strategies and encourages teachers to utilize them in the classroom. During this time period staff have also received training in the areas of: Reading Strategies for Reluctant Readers; Word Study; Differentiation of Instruction; Essay Writing; Four Square Writing;

Tiering of Lessons to Meet Students' Needs; Vocabulary Framework; Editing; Peer Conferencing; Thoughtful Assessment/Time on Task; Using the Promethean Board; Modeling Math Lessons; Using Read Right Software; Mandt; and Diversity. Our school nurse keeps staff current on health related topics and concerns.

Many of the best professional development opportunities are provided during teacher planning sessions and when our staff meets with teachers from other schools. Before the start of school each year we have LCPS county-wide in-service days and teachers have the opportunity to interact with their peers. Lincoln teachers meet monthly for in-service and news from Loudoun County Content Supervisors. This is a wonderful venue for idea interchange with peers from across Loudoun County.

Lincoln teachers have the option of attending district and out of district conferences and workshops. All professional development assists and impacts instructional understandings, decisions and practices.

6. School Leadership:

It is imperative for a school to have good school leadership. The Lincoln Principal, Al Johnson, believes that leadership is stronger and more successful when everyone has a voice in the decision making process. He believes that if staff members are in agreement with the decision, they will support it and the chances of success are much greater. He leads our staff in the development, implementation, and evaluation of our educational program. He plans with the faculty, and in cooperation with the school board and central office, to provide an instructional program consistent with the goals and objectives of the school division. He maintains high standards for the school and staff by recruiting and retaining highly qualified and motivated teachers. The fact that there hasn't been a teacher replaced in a classroom in a nine year period is testament to the idea that stability of staff is extremely important.

Before all instructional decisions are made, the principal consults with the staff and maintains an open line of communication so the staff feels free to express their opinions and ideas. He is protective of instructional time and minimizes interruptions to promote maximum opportunity for learning. The principal coordinates a schedule that provides a planning period for all and ensures that special programs do not compromise the teachers planning time. He encourages classroom teachers to plan with specialists so specialists can support in their classes concepts that are being covered in the classroom.

Mr. Johnson fosters effective school-community relations by working closely with the PTO and maintaining an open-door policy to the community. He facilitates community use of the school for PTO activities, community activities, meetings, and special events.

He strives to maintain mutual respect among staff, administration, and community. This results in Lincoln being more than simply a community of learners. Lincoln has a family atmosphere where everyone is vested in the academic progress of the students and shares great pride in the accomplishments of the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: SOL Mathematics

Edition/Publication Year: 2004/2005, 2005/2006, 2006/2007, 2007/2008, 2008/2009
 Publisher: Harcourt Brace Educational Measurement /Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
97%	100	92	100	93	100
74%	77	67	68	68	89
Number of students tested	26	24	28	28	21
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					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: SOL English:Reading, Literature,
3 and Research

Edition/Publication Year: 2004/2005,
2005/2006,2006/2007, 2008/2009

Publisher: Harcourt Brace Educational
Measurement /Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
96%	100	96	100	93	90
44%	44	38	54	54	29
Number of students tested	26	24	28	28	21
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					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: SOL Mathematics

Edition/Publication Year: 2004/2005, 2005/2006, 2006/2007, 2007/2008, 2008/2009
 Publisher: Harcourt Brace Educational Measurement /Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
SCHOOL SCORES					
98	100	100	93	100	
76	92	71	74	65	
Number of students tested	25	28	28	26	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

SOL Math was not administered at the fourth grade level for the 2004-2005 school year.

Subject: Reading

Grade: Test: SOL English:Reading, Literature, and
4 Research

Edition/Publication Year: 2005-2006, 2007-2008,
2008-2009

Publisher: Harcourt Brace Educational Measurement
/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
SCHOOL SCORES					
98	100	100	93	100	
82	88	82	75	81	
Number of students tested	28	28	28	26	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

SOL English:Reading, Literature, and Research was not administered at the fourth grade level for the 2004-2005 school year.

Subject: Mathematics

Grade: 5 Test: SOL Mathematics

Edition/Publication Year: 2004/2005, 2005/2006, 2006/2007, 2007/2008, 2008/2009
 Publisher: Harcourt Brace Educational Measurement /Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
98	100	96	100	96	100
63	93	67	42	69	46
Number of students tested	27	27	26	26	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: SOL English:Reading, Literature,
5 and Research

Edition/Publication Year: 2004/2005, 2005/2006,
2006/2007, 2007/2008, 2008/2009

Publisher: Harcourt Brace Educational
Measurement /Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
96%	100	96	96	89	100
44%	29	41	42	65	45
Number of students tested	27	27	26	26	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: