

PART I - ELIGIBILITY CERTIFICATION

11IL7

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11IL7

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 25 Elementary schools
 (per district designation) 8 Middle/Junior high schools
3 High schools
0 K-12 schools
36 Total schools in district
2. District per-pupil expenditure: 11578

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	49	58	107
K	0	0	0		7	41	65	106
1	0	0	0		8	54	54	108
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								321

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
4 % Asian
21 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
57 % White
12 % 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 2009-2010 school year: 0%

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, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1, 2009	321
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 39%
 Total number of students who qualify: 124

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%
 Total number of students served: 18

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>2</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>3</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>27</u>	<u>7</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: 24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	96%	96%
Daily teacher attendance	96%	97%	97%	97%	97%
Teacher turnover rate	13%	0%	0%	4%	4%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In 2009-2010 all buildings in District 186 faced a reduction in staff allotment, resulting in a loss of two teaching positions at Lincoln Magnet School, 13% of our staff. Since our staff allotment is small, losing two teachers highly impacts our teacher turnover percentage. It is also important to note that the 4% turnover in previous years was due to teacher retirement. LMS has a long history of retaining high quality teachers.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Step into the old, inviting hallways of Lincoln Magnet School (LMS) and you will recognize an engaging, student-centered learning environment. Visitors to this technology magnet school often comment on the one-to-one laptop environment, the collaborative community of learners, and the culture of inquiry present throughout the building. LMS is a community of students, parents, and educators focused on educational excellence. Our mission is to develop inquisitive, responsible, life-long learners while striving to meet their diverse needs. Our vision is to prepare students to be outstanding global citizens in an ever-changing technological world.

LMS is a middle school of choice serving 321 sixth, seventh, and eighth graders who are interested in challenging and innovative curriculum that incorporates technology as a tool for inspired teaching and engaged learning. This year marks Lincoln's eleventh year as a technology magnet school, which is open to all students in Springfield District 186 regardless of race, gender, national origin, or need for special education services. The applications far exceed the number of available seats; therefore, a lottery system is used to determine student enrollment.

Lincoln Magnet students come from every elementary building in District 186, and often include private, parochial, and home-school students. We are committed to maintaining a student body that reflects the diversity of Springfield Public Schools. Our percentage of low-income students is projected to increase from 38% to 49% in 2011-2012. Transportation to LMS is provided to all students living more than one and a half miles from the school. As students move around the district, bus transportation allows them to remain at LMS. Attendance rates are stable between 94% and 95%, truancy rates hover around 1%, and mobility rates have remained very small and stable.

Laptops have transformed the way we work at school. Today's middle school students have grown up in a connected world. They are bombarded by information from TV, internet, e-mail, and texting. To think that educating these students can be accomplished using traditional methods is a misconception. Students, already tuned into the digital world, expertly use technology to make connections as they learn. Technology brings learning to life. Multisensory input helps kids learn, retain, and use information better.

Laptops have become an integral part of the learning that takes place. The students involved in our one-to-one initiative are more motivated and take greater responsibility for their learning. Their motivation and increased self-direction have translated into greater engagement and academic achievement.

Students use their laptops outside school hours, essentially extending their own school day. This results in a deeper understanding of the curriculum. Additionally, the laptops act as additional "support staff" in the classroom. Students are using technology to answer their own questions and enhancing their learning opportunities rather than raising their hand and waiting for support. The flexibility, freedom, and power the integrated technology environment at Lincoln has provided is a unique experience.

As a result, we have seen a dramatic jump in test scores over the last five years. More students are meeting state standards on the Illinois Standards Achievements Test (ISAT), and close to 50 percent of our students are exceeding state standards. The expectations are high and the students rely on the resources to help them exceed.

LMS values ongoing partnerships with local agencies. Through these partnerships, numerous educational opportunities are offered to students. Students are recognized at the local and state level for their dynamic demonstration of community outreach and research. Last year, an iMovie Public Service Announcement took digital storytelling to a new level. Focusing on support for 25 not-for-profit organizations in our community and throughout the country, students took learning outside the school walls and looked at their community differently, encouraging social growth and worldwide citizenship. In addition, students

were recognized at the regional, state, and national level for research, analysis and historic preservation. LMS has been recognized for the last ten years at the Illinois Historic Preservation agency's State History Fair. These are just a few examples of the many opportunities afforded to us through community partnerships.

Lincoln Magnet School has been recognized for the last three years as an Apple Distinguished School, one of very few schools nation-wide to receive this prestigious honor. Our vision is to prepare students to be outstanding global citizens in an ever-changing technological world.

Thanks to the commitment of our superintendent, school board and other district leaders to our strong focus on 21st century skills and our one-to-one environment, our students will continue to excel as leaders in cutting-edge technology and innovation.

Even as a high performing school, we continually look to improve. We are extremely proud of our students, staff, and families for their continued academic achievement and are honored to be nominated for the High performing National Blue Ribbon School Award.

1. Assessment Results:

Lincoln Magnet School has been an established magnet school for over ten years and during that time has strived for high results on standardized testing. The data over the last five years has been no exception. For the overall school math score, the percent of students meeting has risen slightly from 91% to 95%, but what is exceptional is that the percent of students exceeding, has risen by 12% points during this same time to 44% in 2010. The overall school reading scores have seen similar gains in students meeting with a move from 89% to 96%, and a rise of 11% points to 33% of students exceeding in 2010. These trends can also be seen within some of the subgroups as well.

Overall school math scores for the Free/reduced-price meal subgroup also saw a move from 84% to 91% meeting, with a 6% point increase in those students exceeding to 27% in 2010. African American students increased from 82% to 90% meeting and the number of exceeding students increased by 10% points to 23% in 2010.

Overall school reading scores through the reporting period for the free/reduced price meal subgroup rose by over 10% points to 92% in 2010 with the number of students exceeding remaining steady and rising only 1% point to 18%. The African-American subgroup saw a 13% point increase to 95% in the number of students meeting in 2010 with those exceeding remaining steady.

While the overall school scores indicate that there have been excellent movement in the math and reading categories, there are also significant gains within the data that should be noted. It should also be seen that there have been no drops of achievement for any of the categories, subgroups or years. This is outstanding.

Some of the amazing movements within the data are highlighted below:

- Between 2006 and 2010, the percent of students exceeding in 6th Grade Math rose from 19% to 45%, an increase of 26% points.
- For students in the free/reduced price meal subgroup in 6th Grade Math, the number of students exceeding rose from 10% in 2006 to 33% in 2010, an increase of 23% points.
- The 6th Grade Math scores for students in the African American subgroup rose to 33% exceeding in 2010 from just 6% in 2006, an increase of 27% points.
- Between 2006 and 2010, the percent of students exceeding in 6th Grade Reading rose from 32% to 50%, an increase of 18% points.
- For students in the free/reduced price meal subgroup in 6th Grade Reading, the number of students exceeding rose from 16% in 2006 to 33% in 2010, and increase of 17% points.
- The 7th Grade Math scores for students exceeding in the Multiracial subgroup rose to 33% in 2010 from 20% in 2006, an increase of 13% points.
- Between 2006 and 2010, the percent of students exceeding in 7th Grade Reading rose from 10% to 25%, an increase of 15% points.
- For students in the free/reduced price meal subgroup in 8th Grade Reading, the number of students meeting rose from 86% in 2006 to 98% in 2010, and increase of 12% points.

- The 8th Grade Reading scores for students in the African American subgroup rose to 100% in 2010 from 89% in 2006, an increase of 11% points.

Also identified with the data were achievement gaps of larger than 10% points. The following paragraphs describe those gaps and the interventions in place to address them.

- There was a 13% achievement gap between the all students sub category and the 6th Grade Math and Reading Special Education categories. We are aware of the gap and are putting supports into place, such as reviewing child specific data to determine areas of strength and areas requiring support. Targeted groups are developed based on this information to provide additional curriculum time. However, taking a closer look at the data we also consider this to be a success because we are scoring 38% higher in Reading than the students in the same category at the state level and are scoring 28% higher in Math than the students in the same category at the state level.
- 8th Grade Math Multiracial category had a 10% gap as compared to the all students sub category. Again, we are reviewing child specific data to determine areas of strength and areas requiring support and while there is an achievement gap, these scores are still higher than the same category at the state level.

2. Using Assessment Results:

Prior to the beginning of the school year, building administrators and teacher leaders collaborate on decisions concerning incoming 6th grade students and their class placement. Those decisions are based on a full range of data including criterion-referenced Illinois Standards Achievement Test (ISAT) scores from their 5th grade school year, student grades, and stakeholder input. The ISAT is the assessment tool used by the State of Illinois to determine AYP as defined by the No Child Left Behind Act and includes four categories: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. All LMS students participate in the ISAT each year and these categories are closely monitored to ensure that students are either maintaining their scores or improving them. The Illinois State Board of Education Assessment website (www.isbe.net/assessment/isat.htm) equips LMS staff with information about the state assessments given in Illinois. Another online tool is the Interactive Illinois Report Card website (www.iirc.niu.edu) which supplies schools with information on the results of the ISAT. Administrators and staff use these assessment results to target students for Tier Two interventions, make whole school decisions, place students in correct classes, and improve teaching and learning at LMS.

Each year in the fall, the LMS staff and administrators assemble during a School Improvement day to analyze ISAT results and develop intervention measures for progress monitoring. The analysis of these assessment results help guide the staff decisions about student support and about targeting specific instruction and flexible grouping within classroom settings. Utilizing ongoing formative assessments aligned with Priority Standards and Essential Questions, progress can be monitored, allowing for timely interventions. Lincoln Magnet School utilizes the assistance of our math, literacy, and technology specialists during this day to support student learning and growth for the upcoming school year. Staff uses the annual State of the School Report to explore and use trend and summary data, which, in turn, informs the classroom instruction.

Lincoln Magnet School believes in data driven decision-making and the depth of their planning and improvement strategies directly correlates with the trend of improvement seen within the last five years. Not only have our students satisfied the requirements for AYP, they consistently demonstrate high performing academic achievement, outscoring their peers at the state level in every category. We have high expectations and the teachers at LMS will continue to progress monitor and reflect on the learning to best meet the needs of our students.

3. Communicating Assessment Results:

Families at Lincoln Magnet are engaged in many ways because of our school wide focus and are informed of our academic status in an on-going manner throughout the school year. Communication between school and home is an integral part of a school's success and a student's achievement. Our website is our main communication tool. We have found that because we are a magnet school with a focus on technology use, most of our families have Internet access and are comfortable with digital communication. We post and update announcements daily and have a student-run closed circuit television studio for daily announcements. Parents who are in the building may watch in a classroom or the main office. We take the opportunity to address current issues from the news or talk about expectations and achievements.

AYP status and ISAT results are published in the school-wide newsletter and presented on a data display that greets parents and visitors when you enter Lincoln Magnet. Interim measures are communicated throughout the year. Quarterly extended response scores are published throughout the building and on the teacher websites and are a part of our data displays.

We communicate school-wide test results with students by visiting classrooms and sharing data charts. These explanations help students feel accountable for their own results and see how their scores can impact the school.

Targeted students are those whose test scores are not meeting standards or are close to the next level (on the bubble). We identify these students according to ISAT test scores, and contact parents to discuss our concerns and provide support in the form of after-school instruction in both literacy and math. Last year 95% of our targeted students took advantage of the extra instruction. We will contact parents prior to this year's ISAT to suggest ways of supporting their students during the testing period.

Another way we notify parents is during Parent-Teacher conferences in the fall. Lincoln Magnet had a 100% success rate in conferencing with families. An annual presentation to the PTO regarding ISAT, Explore and extended response scores regularly occurs. This year, we made a personal contact with each parent of an LMS student.

We also conduct targeted Parent-Teacher conferences in the spring to those students that are targeted based on cumulative assessments throughout the year. This special attention to these students and parental support for their action plan helps focus the education.

4. Sharing Lessons Learned:

The faculty at Lincoln Magnet School shares its success with other schools in many ways. Lincoln Magnet School is best known for collaborating with other school districts statewide to share technology integration, curriculum integration, community outreach, and research continuum.

In educational journals, we often read about schools doing amazing things within their walls. We see LMS in each of these stories, and much more. LMS, a well established professional learning community, has also reached out globally. Teachers and administrators from other school districts, school board members, legislators and community members visit our school to see our work and to learn how it can be replicated. We are excited to share our great work, not just through story telling, but also through project development, collaborative conversations and community service.

This type of communication and collaboration is helpful for everyone. Each time we host a group of teachers, parents, school board members, and/or superintendents, we learn more about ourselves and it pushes us to continue to move our work forward.

Listed below are just a few examples of the various ways LMS shares success:

- Testified at the State Capitol about educational and technology issues in legislative hearings.
- Apple Distinguished School – Technology projects posted on the Apple Learning Interchange (ALI) Site.
- Hosted Peter Cunningham, Assistant Secretary of Communications and Outreach and Julie Ewart, Senior Public Affairs Specialist, from the U.S. Department of Education.
- Hosted State School Superintendent and Attorney General Press Conference about digital bullying and what can be done to stop it.
- Host teams of teachers and administrators from throughout Midwest interested in Technology Integration.
- Provide support for other IT (statewide) departments.
- Host Summer Institute – “Community of Practice” – District 186 and two other school districts worked collaboratively to develop relevant and rigorous projects.
- Host superintendents as they work collaboratively with teachers and school boards to align resources using best practices and explore innovative ways to increase student achievement.
- Apple Computers 21st Century Leadership Institute – Lincoln Magnet was selected as the host to 45+ educators and administrators focused on achieving academic excellence by putting technology in their students’ hands.
- Illinois Historic Preservation Agency (IHPA) interviewed LMS faculty and students about the History Fair Process and asked permission to share our story with other schools to help replicate our program.
- A LMS History Fair Website has been created and is being used by other teachers statewide.

We welcome the collaborative opportunities that being a Blue Ribbon school would provide.

1. Curriculum:

Lincoln Magnet School offers a strong academic curriculum that integrates content areas, is based on state priority standards and infuses technology so students are able to make connections in all subjects. Best practices include essential questions, big ideas and “I Can” statements that focus on core curriculum. Teachers commit to differentiated instructional practices and provide support for all learners academically, socially and emotionally.

Language arts and history work collaboratively to bring curriculum to life using technology that makes learning relevant and exciting (See English 2).

For example, teachers helped students apply word and character analysis and look for cause and effect and main ideas in non-fiction and fiction texts. With Comiclif software, the students used this content to creatively depict how Ancient Roman culture influenced American Civilization.

iMovie was used to illustrate the students’ research-based opinion regarding the United States. Specifically, students formed opinions about the future of the United States based on events that led to Rome’s fall/decline. Critical thinking and problem solving are perfect examples of how content area standards, when integrated, enhances the curriculum, increases rigor, and gives students critical thinking skills needed for their future.

In our science classrooms, scientific method is utilized in a variety of learning activities. Students use problem-solving skills and research-based learning strategies to incorporate reading, writing and speaking. Sixth-Grade Science includes: nature and integration of matter, earth’s changing surface, space, cells, animals, human body, genetics and life and the environment. Seventh-Grade focuses on rocks, minerals, weather, climate, atmosphere, cells, heredity, plants, matter, laws of motion and energy. Eighth-Grade focuses on ecology, earth, universe, chemistry, matter, motion, forces, energy and physical interactions.

We use technology to provide additional opportunities for hands-on experiences in science: virtual labs, simulations, videos, images and other resources. The technology complements our emphasis on scientific method and challenging students to use writing, speaking, problem-solving, and research skills in science.

Students also are offered an Illinois Math and Science Academy enrichment program, which emphasizes logic, reasoning, mathematical and experimental science.

Math students actively engage in the processes of exploration, investigation, and discovery as they deepen their knowledge, skills, and understanding. Students solve problems by organizing a plan and arriving at a solution. They also must support math ideas with examples and reasons and clearly express math ideas orally and in writing.

Our students connect prior knowledge with new learning and daily life, and work in small and large groups to demonstrate understanding of math symbols (See Math 3).

PE class focuses on student instruction and experience in team sports, individual sports, physical fitness and recreational activities. Students develop physical skills so that participation will continue through middle and high school and into adulthood.

Health class focuses on emotional and physical wellness, relationships, conflict resolution, nutrition, body image and personal care. Also, substance use and abuse, the systems of body, growth and development, diseases, safety and first aid, environmental health and human sexuality are discussed.

LMS has a fine arts component built into the curriculum. Sixth-grade immerses in a “Journey Across Time”. Students write scripts, create artwork and compose music reflecting on social impact of each civilization and the impact it has today. Seventh-grade students write and perform Native American legends in authentic costumes as the culmination to their Native American unit. Eighth-grade students research the Harlem Renaissance time period focusing on the inventions of the time period, famous individuals that impacted the society, music and poetry, culminating in a student performance.

Band and Choir students develop their skills playing a musical instrument, broadening their musical experience. Our concerts are a blend of sounds that reflect rich history, music appreciation and application of theory.

In Visual Arts, students learn how to use and recognize the elements and principles of art in well-known works and to produce artwork of their own. Students are introduced to several artists and art periods, emphasizing how the arts shaped and reflect history, society, and everyday life. This course includes a variety of art projects in all dimensions, as well as an introduction to using technology in art.

Our Foreign Language program begins at 7th grade and exposes students to the process of learning a new language with an emphasis on French culture and basic vocabulary. All of our 8th-grade students receive Spanish lessons designed to prepare them for high school Spanish, with an emphasis on listening, speaking, vocabulary development, conversation and culture.

After a realignment of our master schedule we were able to offer foreign language in 7th and 8th grades. Due to budget cuts, only 79% of our 7th grade students were able to enroll in French for this school year. It is our hope that the budget remains steady and all of our students in 7th and 8th grade will be enrolled in a Foreign Language next year.

Teachers plan and implement a gradual release of responsibility lesson model in order to provide opportunities for student growth in learning and independent success. This includes:

- * Communicating what students have to know and be able to do
- * Modeling for students what good work looks like
- * Using prompting and probing questions to guide instruction, provide feedback and revision
- * Planning opportunities for students to explain thinking
- * Using formative assessment practices to monitor student progress and provide differentiation
- * Solving new problems with a partner or small group
- * Providing opportunities for students to self-evaluate and set personal learning goals

2. Reading/English:

At Lincoln Magnet School, all students take language arts courses, which are designed to help students practice skills that will prepare them to achieve success in school and beyond. In designing our courses for students, we use a tiered-literacy approach comprising mini-lessons, gradual release of responsibility and collaboration between students. Students are expected to respond to text, utilize various strategies for reading, and create and respond to higher-level questions. The strategies and instruction used at Lincoln Magnet School are research and scientifically based. As practitioners using these research-based comprehension strategies, we find that we are meeting the needs of every learner in our building and that our students are gaining strong reading skills that can be applied to all areas of literacy.

Curriculum team members use individual and statewide formative assessments to determine student needs. Students are then placed in the appropriate class and supportive measures are put in place as needed. Some of our students require extra help during the day and for them we employ Tier Two strategies that help aid comprehension, vocabulary, and reading and writing strategies. Classroom instruction is differentiated across content areas.

Teachers are using strategies that reflect our commitment to being an Advancement Via Individual Determination (AVID) school. Among our students, 22% are enrolled in an AVID course, yet 100% of our students are expected to use and benefit from the strategies as part of the rigorous curriculum of that program. The AVID mission is put into place with our AVID instructors in their classrooms and they are also teacher leaders in the building for professional development for staff. Some of the things that we use as strategies to enhance student success are Socratic Seminars, Philosophical Chairs, Cornell Notes, Learning Logs and the WICR strategies. The WICR strategies in each classroom include writing, inquiry, collaboration, and reading.

Lincoln Magnet School has a school-wide focus of asking higher-level questions using Costa's House, which promotes the writing and answering of higher-level questions. These are found across content areas and are integrated with our technology standards. All students involved in these programs are monitored by classroom teachers to ensure growth and success.

3. Mathematics:

Lincoln Magnet School provides multiple mathematics course offerings at each grade level in order to meet student needs. The staff believes and values the importance of supporting students with effective strategies to keep students in the most rigorous coursework possible. Connected Mathematics is the core program for 6th and 7th grade courses; McDougal Littell for 6th grade Pre Algebra, 7th grade Algebra I and 8th Grade Algebra II; and Glencoe for 8th grade Algebra I. All core program resources are aligned to key concepts and skills that students are expected to know and be able to do according to District priority standards which are aligned to National and State Standards.

The goal of the mathematics program is to produce life-long independent learners who can think and reason mathematically. Teachers are expected to plan and implement lessons that integrate the five research-based mathematics proficiency strands, which include understanding, computing, applying, reasoning and engaging. In order to develop student depth of understanding, teachers focus on strengthening the relationship between concepts and skills. Students use manipulatives, models, technology, and organizers to represent math concepts and relationships. They connect understanding of general patterns and number relationships to efficient use of rules/formulas. They apply concepts and skills as they choose efficient strategies to represent and solve problems, including real life problems. Students justify answers and solution processes, and they demonstrate confidence and persistence for learning mathematics. Teachers regularly integrate the literacy skills of reading, speaking, listening and writing into their mathematics lessons.

4. Additional Curriculum Area:

Technology has transformed teaching and learning at LMS in every classroom, within all curricular areas and grade levels. Technology is not taught in isolation, but integrated into all content areas. Students have information at their fingertips, learning is relevant and rigorous, and technology is a source of empowerment for all students, from those with learning disabilities to those who are gifted.

Technology is a powerful teaching and learning tool for conducting authentic research, collaborating with peers, and communicating even beyond the classroom walls as students share their learning with a global audience. Enthusiasm for learning is fostered by tasks involving analyzing, evaluating, synthesizing, and then presentation.

In science classrooms, students have access to images, videos, animations, virtual lab experiences, among other resources, that engage students in learning and make concepts that are often quite difficult to understand easier to grasp.

In the Spring of 2008, Central Illinois experienced an earthquake. Students eagerly came into science that day, opened their laptops, and accessed the U.S. Geological Survey site to learn more about the earthquake that had occurred and the subsequent aftershocks. Students watched live data as it was posted

on the internet and participated in wonderful discussions about the event. These relevant, real-world experiences are available in every classroom every day as a result of technology.

History teachers make history come to life by using technology in their classrooms, making curriculum relevant and exciting. Students analyze events in history as they conduct research, access media that brings significant historical events into classrooms, and use higher level thinking skills to make decisions about those events. (See Curriculum 1)

In addition to core curricular areas, technology is infused in classrooms that have not traditionally integrated these tools. Students in a physical education classroom, for example, participated in a project in which they formulated exercise programs to help improve their performance in five components. Students then documented their progress and shared their results in a multimedia presentation.

Lincoln Magnet School has a long history and commitment to providing an engaging, rigorous, and relevant technology-rich learning environment. Technology continues to transform teaching and learning by teaching students to think critically, solve real-world problems, improve communication and collaboration skills, among many others skills which are critical for students to experience to prepare for their future.

5. Instructional Methods:

Lincoln Magnet School teachers employ a variety of instructional strategies to meet the needs of diverse learners and improve student achievement. The Instructional Leadership Team, administration, and faculty are committed to providing high-quality instruction matched to student needs. Furthermore, teachers utilize formative assessments and response to intervention to guide instruction and identify student needs.

Our instructional focus is Responding to Text, and our Promising Practices include higher level questions, technology integration, and CRISS (Creating Independence through Student-owned Strategies) and AVID strategies, all of which provide engaging learning opportunities that are relevant and rigorous for all students.

Teachers incorporate the reading and writing workshop model and are committed to implementing AVID and CRISS strategies for both struggling and advanced students. AVID, a college readiness program, focuses on academic achievement by helping students master advanced-level classes with extra support. AVID students attend an elective class daily to learn organizational skills, study strategies, and participate in tutorials (See English).

The focus of Project CRISS is teaching students how to learn through reading, writing, talking, and listening. Students apply principles and philosophy in all subject areas, engage prior knowledge to guide comprehension and monitor learning through setting goals among a variety of other comprehension strategies. To broaden understanding, students explore texts in student-centered discussion and write to extend understanding. Project CRISS is based on the idea that teaching students how to learn is everyone's responsibility and this instruction can be accomplished within the content areas.

After-school instruction provides targeted students support in gaining new knowledge, practicing emerging skills, and discovering new abilities. Targeted areas are determined by the number of students who score "below" or just above "below" on ISAT in reading and math. Our literacy program emphasizes pre-teaching and reinforcing literacy skills such as making connections, visualizing, determining importance, inferring and recognizing text structures within informational text. During mathematics instruction, students actively engage in math processes of exploration, investigation, and discovery as they deepen knowledge, skills, and understanding. Relevant problem solving tasks guide students to think and reason via questioning techniques. Students work alone and in groups to explain, defend, and write their strategies and solutions.

6. Professional Development:

Great teachers help create great students. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. At Lincoln Magnet School, our Instructional Focus is to respond to text using higher-level questioning and technology integration in all curricular areas. We have an Instructional Leadership Team that represents every grade level and curricular area. Our Instructional Leadership Team has taken the lead in identifying our professional development needs. Our teachers receive extensive training in RTI (Response to Intervention), CRISS, AVID, Technology Integration and PBIS (Positive Behavior Interventions and Supports). Each of the listed initiatives works hand in hand to support a school-wide system for student success.

Ongoing professional development is an integral part of a successful program. The priority standards, essential questions and higher-level projects that are implemented are continuously being assessed and enhanced. Teachers use strategies developed from research-based promising practices that target student improvement in all curricular areas.

Lincoln Magnet has developed a common planning time so core teachers can voluntarily meet weekly as a team with instructional leaders in technology, reading, math and/or student support services to continue professional development. Through these professional development workshops, teachers discuss strengths and areas of improvement so they are providing scaffolding for all student needs. The weekly workshops are designed to help teachers analyze their progress mentoring, action and apply resources to the curriculum in order to enhance the teaching and learning.

In addition to the weekly meetings, Teacher Instructional Leaders (TILs) often provide support within the classroom to help teachers with implementation and reflection. Individual professional development is also provided as “just-in-time” training for teachers planning a unit.

Monthly faculty meetings provide teachers the opportunity to present projects incorporating technology. This has been an effective means of celebrating success, evaluating what worked, modeling for teachers, and building expertise within the faculty.

By providing on-going professional development through district and administrative support, we are encouraging teachers and are placing value on what we know to be true. Professional development keeps teachers up-to-date on how children learn, new emerging tools for the classroom and curriculum resources.

7. School Leadership:

At Lincoln Magnet School our leadership philosophy is focused on, “It’s what’s best for the kids!” Rigor, Relevance and Relationships are the guiding principles that can be felt throughout. It is important that we create a culture of inquirers rather than a culture of receivers. We want our teachers, students and families to have pride and ownership in their learning and in their school.

The principal of Lincoln Magnet also serves as the primary instructional leader. Her expertise in curriculum and instruction, professional development and organizational leadership are a perfect fit for Lincoln Magnet. Prior to becoming principal, she had experienced all levels within the building, starting as a teacher, then an administrative intern and guidance dean before her current role. Because of this unique background she believes that each child can succeed at high levels and is willing to provide the necessary resources to support the teachers in making this vision a reality.

It is not by chance that more students than ever are meeting and exceeding at Lincoln Magnet School. Together, the administration, teachers, students, parents and community have invested in making this one of the top middle schools in Sangamon County and the State.

The leadership philosophy does not reside solely with the principal. All who teach at LMS share it. The staff “does what it takes” and understands that ongoing professional and personal growth are integral to student achievement.

The Director of Technology, Director of Teaching and Learning, Apple Distinguished Educator and district technology trainer, and various teacher instructional leaders collaborate with the Instructional Leadership Team to guide teacher teams in developing an educational climate, which emphasizes the various learning styles of middle school students. Lincoln Magnet School is a close-knit community. All students are given opportunities and experiences that will prepare them for the 21st century.

Working together to achieve outstanding results, the mission is to successfully plan for long-term integration of technology and curriculum not just into each classroom but also into the entire school. Successful leadership guides schools by maintaining a shared vision that always focuses on students and learning. Teamwork and family are at the core of what we believe.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISAT

Edition/Publication Year: 2010

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	95	96	94	95	91
Exceeds	45	35	21	27	19
Number of students tested	108	112	110	113	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	90	93	91	95	86
Exceeds	33	15	11	20	10
Number of students tested	39	43	44	39	43
2. African American Students					
Meets	92	96	86	96	79
Exceeds	33	21	3	7	6
Number of students tested	22	27	27	26	30
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets	82				
Exceeds	36				
Number of students tested	10				
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Multiracial					
Meets		86	85	100	
Exceeds		21	23	10	
Number of students tested		14	13	12	
NOTES:					

11IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISAT

Edition/Publication Year: 2010

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	96	95	94	94	87
Exceeds	50	39	38	36	32
Number of students tested	108	112	110	113	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	92	90	89	98	80
Exceeds	33	20	21	30	16
Number of students tested	39	43	44	39	43
2. African American Students					
Meets	96	89	83	89	85
Exceeds	21	7	7	11	15
Number of students tested	22	27	27	26	30
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets	82				
Exceeds	36				
Number of students tested	10				
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Multiracial					
Meets		100	92	100	
Exceeds		36	39	30	
Number of students tested		14	13	12	
NOTES:					

11IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISAT

Edition/Publication Year: 2010

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	94	97	92	94	91
Exceeds	44	40	50	47	39
Number of students tested	107	110	100	103	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	90	96	89	89	84
Exceeds	26	16	42	25	33
Number of students tested	42	44	35	44	25
2. African American Students					
Meets	85	93	79	85	82
Exceeds	22	13	13	22	14
Number of students tested	26	29	23	27	28
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Multiracial					
Meets	100	92	90	90	
Exceeds	33	23	30	20	
Number of students tested	13	13	11	10	
NOTES:					

11IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISAT

Edition/Publication Year: 2010

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	93	95	98	94	87
Exceeds	36	36	45	33	25
Number of students tested	107	110	100	103	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	87	91	100	91	78
Exceeds	13	18	42	25	33
Number of students tested	42	44	35	44	25
2. African American Students					
Meets	89	87	100	89	71
Exceeds	4	13	13	26	0
Number of students tested	26	29	23	27	28
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Multiracial					
Meets	100	92	100	100	
Exceeds	25	23	40	10	
Number of students tested	13	13	11	10	
NOTES:					

11IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISAT

Edition/Publication Year: 2010

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	95	91	94	92	91
Exceeds	42	46	51	58	38
Number of students tested	108	103	97	104	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	93	85	90	88	83
Exceeds	21	29	38	44	19
Number of students tested	43	37	43	24	25
2. African American Students					
Meets	93	84	82	86	86
Exceeds	15	12	30	25	18
Number of students tested	27	24	27	28	28
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Multiracial					
Meets	85		100		
Exceeds	31		10		
Number of students tested	13		10		
NOTES:					

11IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISAT

Edition/Publication Year: 2010

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	99	98	99	94	94
Exceeds	14	26	26	26	11
Number of students tested	108	103	97	104	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	98	97	98	91	86
Exceeds	7	21	15	16	3
Number of students tested	43	37	43	24	25
2. African American Students					
Meets	100	96	100	89	89
Exceeds	4	0	11	7	14
Number of students tested	27	24	27	28	28
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Multiracial					
Meets	92		100		
Exceeds	8		0		
Number of students tested	13		10		
NOTES:					

11IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	95	95	93	94	91
Exceeds	44	40	41	44	32
Number of students tested	323	326	317	320	316
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	91	91	90	90	84
Exceeds	27	20	30	30	21
Number of students tested	120	119	120	116	124
2. African American Students					
Meets	90	91	82	89	82
Exceeds	23	16	15	18	13
Number of students tested	78	83	80	82	89
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Multiracial					
Meets			92		
Exceeds			21		
Number of students tested			33		
NOTES:					

111L7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	96	96	97	94	89
Exceeds	33	34	36	32	22
Number of students tested	323	326	317	320	316
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	92	93	95	93	82
Exceeds	18	19	26	24	17
Number of students tested	120	119	120	116	124
2. African American Students					
Meets	95	91	94	89	82
Exceeds	9	7	10	15	10
Number of students tested	78	83	80	82	89
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Multiracial					
Meets			97		
Exceeds			26		
Number of students tested			33		
NOTES:					

111L7