

PART I - ELIGIBILITY CERTIFICATION

12IA3

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12IA3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 5883

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 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	0	0	0
K	17	29	46		7	0	0	0
1	21	20	41		8	0	0	0
2	23	13	36		9	0	0	0
3	19	27	46		10	0	0	0
4	18	24	42		11	0	0	0
5	24	20	44		12	0	0	0
Total in Applying School:								255

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
2 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
76 % White
4 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 10%

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, 2010 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2010	254
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 10%
 Total number of ELL students in the school: 25
 Number of non-English languages represented: 4
 Specify non-English languages:

The non-English languages represented at Lincoln are Spanish, Thai, Vietnamese, and Lao.

9. Percent of students eligible for free/reduced-priced meals: 46%

Total number of students who qualify: 115

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: 10%

Total number of students served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</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>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>7</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>1</u>
Total number	<u>27</u>	<u>9</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: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Mt. Pleasant is a rural community in the heart of Southeast Iowa. The community proudly supports all its educational institutes from preschools, public and private K-12 schools and 2 colleges. Lincoln Elementary School sits nestled in a residential area and is one of four elementary schools in the Mt. Pleasant Community School District. Lincoln Elementary consists of two sections each of kindergarten through fifth grade. We presently serve approximately 250 students.

The staff is extremely dedicated to meeting the needs of the students and families in the community. They take pride in setting high expectations for themselves and the students. They work as a team to ensure that each student performs to the best of his/her ability, working diligently to close the achievement gap. They believe that education is a partnership among themselves, students, family and community. The strength of Lincoln Elementary staff comes from the support offered to each other and to the students. They display a strong sense of professionalism by sharing innovative ideas and respecting each other's differences.

The staff at Lincoln maintains a high level of community involvement mentoring student teachers from Iowa Wesleyan College and the University of Iowa. They work in conjunction with Mt. Pleasant High School regarding Work Experience for special needs students and Internships for future educators. They have many community volunteers that work with students on a daily basis. Some of our students are involved with Iowa State University Extension Mentor Program for at risk students.

Our mission is to develop responsible, productive, lifelong learners for a changing world by effectively using all available resources.

The primary purpose of education in the Mt. Pleasant Community Schools is to help each student to develop the knowledge, skills, the interests and the frame of mind necessary to become a responsible contributing citizen. Our school exists to serve students. The interests, needs, and welfare of the students are paramount in the planning, implementation, and evaluation of the curricular and co-curricular program. All students can learn and find success in a safe and orderly environment, which is positive, supportive and encouraging. We understand that students learn in diverse ways and at different rates. We believe that learning is active. Learning is best achieved through doing. All students can learn much from one another. Learning does not start or end with school but is a lifelong process shared with the home and the community. We are committed to work together for the betterment of our students and our community.

The 2011-2012 Lincoln Elementary Goals are-

- To surpass the 88% proficiency standard in reading comprehension as measured by the Iowa Assessments
- To surpass the 87.3% proficiency standard in math total as measured by the Iowa Assessments
- To maintain a 96% daily attendance average
- To ensure our students are ready to meet the challenging needs for success in our ever changing society.

Lincoln Elementary School is extremely honored to have been nominated for the Blue Ribbon Award. The students and staff continually strive to put forth their greatest effort in assuring success for all. The fact that we have shown outstanding growth and sustainability in achievement is in itself an award. Thank you for considering Lincoln for this honor.

1. Assessment Results:

Lincoln Elementary has demonstrated a trend of increasing student achievement measured by the Iowa Tests of Basic Skills over the last five years in both reading and mathematics. The building reports out on the 3rd-5th grade span on each subject. During the last five years, the math scores have progressed from 78.18% proficient (2006-7) to most recently 94% (2010-11). Reading scores have similarly risen from 80.91% proficient (2006-7) to 95% (2010-11). The performance levels for standardized assessments in our school are based around the state agreement for No Child Left Behind. Within that agreement, the three levels of performance are advanced, proficient and below proficient. Advanced proficiency has been defined as greater than or equal to the 90th national percentile on the Iowa Tests of Basic Skills in Math and Reading Comprehension. Proficient is defined as the span from the 41st to the 89th national percentile. Below proficient is defined as performances falling between the 0 and 40th national percentile.

Most significantly contributing to the increased performances in math was the district's adoption of a new enVision Math series which increased the attention to problem solving relative to the prior curriculum materials. Furthermore, the rigor in all math areas was intensified compared to the previous district math curriculum. Reading has been bolstered by focus on assessing and instructing around the big five of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Efforts to increase our subgroups performances have included increasing the use of small group instruction in both math and reading, focusing on enriching academic vocabulary, and attention to reading fluency with prosody.

2. Using Assessment Results:

Teacher leaders at Lincoln School have been strategically involved in district level school improvement work based on the standards work of Marzano and the assessment work of Stiggins. In all cases Lincoln teachers were instrumental in acquiring peer support for the knowledge, skills and dispositions required in standards based school improvement. Seventy-five percent of the self-contained teachers and 100% of support staff have been involved in this work over the bulk of the past few years.

Assessment guidance for the Mount Pleasant Community School District begins with the district assessment policy which was originally developed by a district assessment committee during a two-year study of promising practices in assessment. The policy provides the basis for using a balanced and coordinated assessment system to improve student learning. Half of the teacher voice of that district committee teaches at Lincoln School. Those teacher leaders were instrumental in supporting peers as the assessment system began to unfold at Lincoln. In addition two of the twelve self-contained teachers were involved in developing the new K-5 district writing assessment system aligned to the common core state standards. Fifty percent of the staff at Lincoln were involved in developing the revised district fluency assessment.

Student as learner growth is a leverage point for increased student achievement at Lincoln. The K-5 self-contained and support (principal, Title, special education, ESL, gifted) staff at Lincoln Elementary administer multiple literacy and math assessments to design appropriate educational opportunities for all students. For example a primary grade teacher brings a variety of literacy information to the table each fall to set up literacy instructional groups based upon gaps in student learning. Teacher administered one-on-one assessments in fluency (CBAM with local norms), comprehension (Rigby PM), and spelling (Qualitative Spelling Inventory) provide information that the interim assessment from Northwest Evaluation Association (Measure of Academic Progress and Primary MAP) cannot provide as a computerized, adaptive assessment. Teachers place the information from the various assessments on a grid in order to fine tune instruction.

The MAP interim assessment is also used to develop classroom growth goals using MAP data starting in grade 2. In third grade students begin setting individual MAP growth scores in reading and by fifth grade students set growth targets in reading, language, and math. The focus is on growth plus. What does an individual student need to be one year closer to post-secondary readiness? In addition the building sets growth targets using MAP data to see what percent of the students per teacher and by building grade meets their NWEA generated typical growth target.

MAP data is also used in identifying students for support beyond the regular classroom from Title I, student assistance teams, gifted, and special education. The focus is on identifying gaps and strengths. For example the student assistance team would ask why a student showing no growth over time on the MAP is not achieving. It would then be practice to bring additional multiple assessments to the table. Always teacher judgment would be enhanced by meaningful independent measures from the assessment system.

It is a district expectation that all educators engage in professional development focused on implementing rigorous & relevant content using effective instruction and assessment. Teacher as learner growth is a leverage point for increased student achievement at Lincoln as staff reflect on their instructional practices in the writing and implementation of their professional learning plans that are aligned to the district and building professional development plans that support student learning needs. Beginning and end of year student growth data for multiple assessments goes into their reflection. For example an intermediate teacher would have fall, winter, and spring fluency growth data on students reading below grade level; application of word parts and phonics from the fall and spring Qualitative Spelling Inventory; fall, winter, and spring MAP growth data in reading, language, and math; and annual state accountability assessment data on each student in math, literacy, science, and social studies. In addition the intermediate teacher would have end of unit assessments in literacy, math, science and social studies.

Additional building assessments include the body mass index administered by the physical education teacher as a means of evaluating physical activity, and the English proficiency tests administered by the ESL teacher. The third grade Cognitive Abilities test provides classroom teachers and teacher of the gifted information on learning strengths and weaknesses.

Parents and community receive reports on how their child or the district as a whole is doing on college readiness on the Iowa Assessment as well as compared to the district and state. A summary of the MAP test is send home three times a year so parents can track students over time. The focus of communication with parents on MAP is how the student doing against themselves while the state accountability assessment is a focus on sorting and selecting.

3. Sharing Lessons Learned:

Lincoln Elementary staff and students are proud to share their success. The staff frequently welcomes teachers and administrators from other schools to observe strategies that have proven successful with elementary students. Lincoln staff has conducted professional development activities for teachers, both within and outside of the district.

All self-contained and support teachers at Lincoln School participated in a one year performance pay pilot funded by the state of Iowa and evaluated by Learning Point. Lincoln staff shared lessons learned about performance pay with Learning Point staff for their report to the Iowa Legislature. They also shared lessons learned with a University of Iowa doctoral student studying merit pay based on value added measures. The staff also shared at the Midwest NWEA conference in Lincolnshire, Illinois; and at curriculum director meetings in southeast Iowa.

The key value added measurement used in the performance pay pilot was the NWEA MAP assessments. Staff from three Mount Pleasant elementary schools observed MAP in progress at Lincoln to help orient them to the assessment. Two Lincoln staff helped provide year two and three training for new MAP buildings in the district as the assessment program expanded one building at a time in the district. Seven area districts visited Lincoln School when deciding to use MAP as an interim assessment.

When the district began a high expectations Kindergarten phonics curriculum, Jolly Phonics, Lincoln staff and Kindergarten students shared at a school board meeting. In addition Lincoln staff have shared about Jolly Phonics at area reading meetings, and at the state-wide University of Northern Iowa Early Literacy conference. Teachers from nine area districts began Jolly Phonics programs of their own based upon Lincoln staff presentations and observing the Lincoln Kindergarten staff implementing Jolly Phonics.

When the district adopted a reading intervention program from Naperville and Palantine, IL the district key trainer became a paraeducator from Lincoln School. In several trainings students from Lincoln helped model the intervention protocol during training.

While much of the success that our students have had at Lincoln Elementary can be contributed to the hard work of our teachers, students, parents, and staff, we also recognize that the high performance of our school is a reflection of the hard work of the district office and school board too. In the event that Lincoln Elementary is recognized as achieving Blue Ribbon School status, our team will share this honor with the entire school community.

4. Engaging Families and Communities:

Communicating, one of Joyce Epstein's types of parent involvement, has proven very productive at Lincoln Elementary. For example, one of the Kindergarten teachers joined forces with the district Spanish interpreter and the elementary ESL teacher to provide some evening sessions for Spanish speaking parents. The core of the program was to inform parents how they could help at home with Kindergarten phonics expectations. It was a huge success as measured by the fall to spring growth for the targeted students on Primary MAP as well as on the one-on-one Kindergarten fall to spring assessment.

Another way that Lincoln embraces Joyce Epstein's work is connecting parents to community resources. The district employs a certified social worker who serves families of the K-5 population as a priority. This is invaluable as the district free and reduced count has sharply increased since 2001 due the loss of major manufacturers in the city. Lincoln elementary students also participate in services provided by a county-wide non-profit, Healthy Henry County Communities (HHCC). The non-profit provides adult mentors for Lincoln students, and nutrition education programs have been provided from a HHCC grant from a national health insurance company.

Lincoln is always experimenting with Back to School Night in the fall also. The latest version is to invite students with parents to bring school supplies into the classroom the night before school actually begins so that the first day jitters are out of the way and the focus is on students first.

The Title I staff at Lincoln involve parents by holding both a program advisory council but also a large group informational meeting. In combining parent and student activities they hold Parent Nights with reading games and choral reading theaters at night.

1. Curriculum:

Students attending Lincoln receive an elementary education that is one segment in preparing students to be post-secondary ready. Lincoln implements the state standards in literacy, math, science/health/nutrition and social studies/civic literacy. Learning targets in the arts, physical education, and technology were developed by the district or as part of a consortium of districts working together in the absence of state standards in those content areas.

Math- Staff implement a pacing guide to ensure students have the opportunity to learn the content and math process skills stressed in the common core math curriculum Iowa adopted. Daily math instruction is differentiated within the classrooms to meet the individual student needs. A good number of the teachers have experience supplementing with activities from a problem-solving based curriculum. The curriculum is a hybrid program in that has qualities of both traditional computation and contemporary problem solving. All teachers use whiteboard technology to support acquisition of math concepts. Manipulatives are used in the math program.

Literacy- The building is in the beginning years of implementing a new literacy basal program with a pacing guide that stresses daily large and small group instruction. Student growth is guided by diagnostic, unit, formative, interim, and state accountability assessments. The big five of reading are taught: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The remedial reading program is totally based upon guided reading program. Staff use common practices like think aloud, read aloud, shared reading, graphic organizers, and word walls. Teachers have just begun using the new district assessment system for persuasive, narrative, and expository writing. Six traits of writing is used in the writing process. The spelling program stresses word parts. Many of the staff have personally gotten into using Four Block.

Science- The state standards of inquiry, life, earth, physical, and earth are taught in grade spans. The majority of the inquiry units use curriculum developed by original research funded by the National Science Foundation. The units provide students the opportunity to experiment, observe, predict, collect data, and draw conclusions. Nutritional eating and the benefits of exercise are reinforced by the food service program and physical education classes. Staff believe that science is to valued. Future citizens must learn to think and communicate scientifically.

Social Studies- The near to far curriculum moves students from self, family, heroes, community, regions, to nation. The curriculum helps equip students with specific knowledge, skills, and dispositions to appreciate their diverse world and to be active citizens. Students study the past to appreciate the present.

Physical Education- The exercise science curriculum as we call it locally was developed during a county-wide federal grant. It stresses less sports and more of the historical roots of physical education-strong core and movement. The curriculum is embraces a wellness philosophy.

Art- The art education curriculum puts a stress on the history and big ideas of visual art; like line, angle, and color. The art teachers search for ways to integrate other content into their projects. The curriculum takes seriously the role that visual skills play in a technological world where everyone can publish.

Music- The K-5 vocal and 4-5 instrumental curriculum offers experiences that support the whole range of standards traditionally found in national music standards.

Technology- Technology was slow coming to Lincoln. All self-contained teachers finally have whiteboard technology. The building lab supports new reading comprehension intervention software, keyboarding instruction, the interim assessment system, on-line reading from the basal, math facts, and research.

In addition to our core curriculum, students at Lincoln are supported by the school social worker, specific classes for gifted students, and interventions through special education, remedial reading, or ESL teachers.

2. Reading/English:

Like most of the nation Lincoln Elementary is responding to the intent of the CCSS adopted by the Iowa Board of Education July 2010. The staff are taking note of what they currently do in reading, writing, speaking and listening, researching, and language instruction. The new looking at student work assessment system in writing has provided a direction for writing in-service in grades K-5. A new addition in 2011-12 to support writing expository was the introduction of the Big Five of research in grades 3-5. The school librarian is facilitating that transition to having students research and write more expository text.

The district had just adopted a new basal literacy series prior to the CCSS coming on-line. The program was adopted because it requires both large and small-group instruction around a common theme in the story collection. It also supports the big five of reading from the National Reading Panel research. The collection is reflective of good children's literature. The on-going assessment system for the basal was not as aligned as it should be so the district assessment system supports by assessing word patterns, fluency, oral reading comprehension, silent comprehension, vocabulary, phonics, and sight words. To ensure vertical alignment it is expected that all six units in the adopted basal are taught every year for every student via a pacing guide.

Many of the teachers supplement reading with leveled classroom collections from Reading A-Z.com and Quick Reads.

The ultimate goal of the literacy program is to develop readers who understand what they read, and enjoy reading. That goal is accomplished by a variety of strategies. The rigorous phonics program in Kindergarten has moved phonics education forward so that the primary grades can concentrate on vocabulary and comprehension. Grades 2-3 have spent a lot of time using choral reading and Reader's Theatre to build up fluency skills and it has paid off as fluency with prosody has improved. The primary grade focus on a listening vocabulary program has supported comprehension in grade 4 because students know more words. The upper grades have employed graphic organizers to support comprehension and vocabulary development. They also have done work with the question-answer relationship strategy in comprehension.

Students also read in science and social studies. The science program supports inquiry but it also understands that the best way to comprehend at the reading to learn stages is to not reduce science and social studies instructional time.

3. Mathematics:

The math curriculum is a balance of a traditional and problem-solving approach utilizing the enVision Math series. We know that students need automaticity with facts, but they cannot be post-secondary ready unless they can apply math concepts in new situations. Math concepts are taught using hands on strategies, whole group instruction (some teachers do small group instruction), and differentiation motivated by the interim assessments in math from Measure of Academic Progress. The curriculum also uses visual learning strategies to deepen conceptual understanding by making meaningful connections for students. Strong, sequential visual/verbal connections through a daily visual bridge help students attend and learn.

Additional features of the math program include students using technology including computers and white board technology and distributive practice. Problem solving is part of every day math. Pacing guides are used to ensure equal access to the state standards.

Outside of the self-contained classroom the special education staff and TAG program support math instruction. The Title I program does not provide additional support in mathematics education.

4. Additional Curriculum Area:

The vision statement of the K-12 social studies experience is totally focused on developing the active citizen.

The building is transitioning to use the newly written elementary social studies curriculum designed to meet the new state social studies grade span standards. Locally we created fifteen content big ideas (3

each for Geography, Economics, Behavioral Sciences, History, and Political Science). Crosscutting big ideas came from acquiring information, using tools, and applying thought/analysis.

The traditional near to far curriculum was designed to infuse “local” where possible. Kindergarten students study self in the context of classroom, and family. Second grade study local community and state heroes. When possible they will also study local citizens on the national government level such as Secretary Vilsack. The most unique proposal is to make the study of community in third grade totally about a study of Mt. Pleasant now and in the past using primary historical photos of the past. Fourth grade have an Iowa history quarter.

5. Instructional Methods:

Technology is used to support instruction at Lincoln Elementary. The special education teachers use Kurzweil to provide access for IEP students on assessments and assignments. The new reading program texts are available on-line. The math basal incorporates a cartoon like video for every daily lesson which illustrates the concept of the day. All students are assessed with an interim assessment which is on-line and adaptive three times a year. External funds were used to purchase a new math fact software that runs off the server for all grades. A new upper elementary on-line program Achieve 3000 was also begun in 2011-12. Each self-contained teacher has access to a Promethean Board. Students are taught keyboarding starting in grade 3. Each classroom has a few computers in addition to the one building lab.

During year two of the interim assessment adoption all self-contained, special education, ELL, and Title staff attended a fifteen hour after-school in-service on differentiation of instruction using interim assessment data.

High expectations for students are reflected in the building as teachers aim for growth plus for students not just typical growth on interim assessments when predicting fall to spring growth.

The special education and Title I teachers use a different set of instructional materials in their classrooms to supplement the instruction of the classroom. The materials were adopted because the research basis of the programs used support Tier II and III Response to Intervention guidelines.

The students are served by a variety of specialists: Title Reading, ESL, special education, school social worker, school nurse, guidance counselor, para-educators, librarian, and curriculum director. The specialist support the identification of students in need of assistance and the development of interventions. An example of how para-educators serve individual students is the Kindergarten second semester individualized intervention KIP which as adopted from research on the Learning Points website with permission of Palatine, Illinois.

6. Professional Development:

Lincoln teachers and principal develop an annual professional learning plan that aligns all the way from the Superintendent’s plan, to principal, to each teacher. Each plan describes current student reality, and how district/building/teacher learning will support student growth. The plans also note the on-going adult reflection and conversations with peers about the professional development topics. The plans support the district professional development policy, and the district teacher evaluation procedures.

A joint administrative/teacher committee evaluates all professional development. This committee meets after each PD day. The work is still guided by the work of Guskey but needs to move the next level of following his principles outlined to most of the committee a few years ago in at a state in-service day with Guskey.

Professional development is on-going, long-term, focused on content, and data driven. A primary example starts with Kindergarten. In response to the decline of tier II word knowledge the Kindergarten teachers initiated a rigorous phonics program aligned to the CCSS. Observations in another school, regular in-service on implementing rigorous phonics and reacting to the writing skills in response, peer-to-peer conversations were all tools used over time to focus on literacy. Pre and post-treatment data from day one around the curriculum change helped establish program success and move changes along.

Another example in grades 4-5 on writing focuses on using the 6 traits of writing to advance the writing process. The program began in response over time that our students were not ready for the expectations of middle school writing, especially the CCSS writing. For several years now the staff have been involved

with the same staff developer focused on 6 traits. Looking at student work around CCSS writing rubrics was added this year.

Continued areas of professional development will focus on using assessment data to drive instruction per individual students. We foresee data walls to support visualization of student progress on standards, as well, as the use of more standards based assessments and reporting to parents. The continued focus will be individual growth of all students, even growth plus.

7. School Leadership:

The principal's role is one of the most difficult in education, trying to balance management and instructional leadership responsibilities. This job has been uniquely challenging as Lincoln has, for many years, shared a principal with another area elementary school. In addition, Lincoln has been led by four different administrators within a five year period. For the 2011-12 school year, Lincoln has been served by an interim principal. How, under such circumstances, has Lincoln done such an exemplary job? The answer is a truly remarkable example of shared leadership.

Every day, Lincoln's principal, self-contained teachers, support staff, para-educators, secretarial staff, and students make an effort to work cooperatively, accepting leadership roles within Lincoln's walls and beyond. The principal serves as a coach, guiding teachers in self-reflections, assessing data, and utilizing best practices for student achievement. The principal is instrumental in involving the community as part of the school team and maximizing the capabilities of the support staff. The Lincoln Elementary teachers serve as leaders and innovators. They are involved in several capacities such as: grade level, cadre, building level, and school assistant team leaders. They are instrumental in fulfilling roles on technology, advisory, and Teacher Quality committees. Teachers from Lincoln are a key part of the district professional development committee that aligns to the professional learning plans and is always ready to volunteer for curriculum committees.

Lincoln staff played a critical role in the implementation of a new assessment instrument. When the district needed a building to pilot performance pay for certified staff, Lincoln staff volunteered. The first two years of the proposal involved meeting 30 hours after school over a two year period and all staff participated. They helped each other with questions about using data from interim assessments to improve instruction.

Behind the scenes, Lincoln Elementary was supported by a strong central office and school board. The relationship between the building and the district office was important to both parties. Lincoln Elementary continues to provide strong leadership for the district.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient & Advanced	93	91	94	81	79
Advanced	31	29	34	21	24
Number of students tested	29	35	35	43	38
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	85	92	85	69	55
Advanced	8	23	15	19	18
Number of students tested	13	13	13	16	11
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	1	2	0	4
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	3	6	3	2	1
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	3	3	3	8	1
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	3	1	2	1	1
6. Asian					
Proficient & Advanced					
Advanced					
Number of students tested	2	0	4	5	0
NOTES:					

12IA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient & Advanced	93	86	97	76	84
High	21	31	26	14	32
Number of students tested	29	35	35	42	38
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	85	85	92	56	64
High	0	31	15	13	18
Number of students tested	13	13	13	16	11
2. African American Students					
Proficient & Advanced					
High					
Number of students tested	1	1	2	0	4
3. Hispanic or Latino Students					
Proficient & Advanced					
High					
Number of students tested	3	6	3	2	1
4. Special Education Students					
Proficient & Advanced					
High					
Number of students tested	3	3	3	7	3
5. English Language Learner Students					
Proficient & Advanced					
High					
Number of students tested	3	1	2	1	1
6. Asian					
Proficient & Advanced					
High					
Number of students tested	2	0	4	4	0
NOTES:					

121A3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient & Advanced	94	94	79	78	81
Advanced	33	30	21	38	19
Number of students tested	33	33	43	37	37
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	93	91	69	62	75
Advanced	29	27	19	23	19
Number of students tested	14	11	16	13	16
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	2	0	4	1
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	5	3	2	4
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	7	3	7	4	3
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	2	2	1	8
6. Asian					
Proficient & Advanced					
Advanced					
Number of students tested	0	2	5	0	6
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient & Advanced	91	97	82	84	86
Advanced	27	24	26	16	16
Number of students tested	33	33	43	37	37
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	93	91	75	77	75
Advanced	7	27	13	0	13
Number of students tested	14	11	16	13	16
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	2	0	4	1
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	5	3	2	4
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	7	3	7	4	3
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	2	2	1	8
6. Asian					
Proficient & Advanced					
Advanced					
Number of students tested	0	2	5	0	6
NOTES:					

12IA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Iowa Tests of Basic School
Edition/Publication Year: 2001 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient & Advanced	92	78	68	72	72
Advanced	45	18	28	22	14
Number of students tested	38	45	46	36	35
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	85	69	56	71	50
Advanced	46	25	17	12	8
Number of students tested	13	16	18	17	12
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	0	4	1	0
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	6	6	5	4	4
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	6	6	5	4
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	3	4	6	5
6. Asian					
Proficient & Advanced					
Advanced					
Number of students tested	2	3	1	6	4
NOTES:					

12IA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient & Advanced	92	78	72	72	66
Advanced	16	18	20	14	17
Number of students tested	38	45	46	36	35
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	85	69	44	65	50
Advanced	15	6	5	12	8
Number of students tested	13	16	18	17	12
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	0	4	1	0
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	6	6	5	4	4
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	6	6	5	4
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	3	4	6	5
6. Asian					
Proficient & Advanced					
Advanced					
Number of students tested	2	3	1	6	4
NOTES:					

12IA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Advanced	92	86	79	77	77
High	36	24	27	26	19
Number of students tested	100	113	124	116	110
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	87	82	68	67	61
High	27	24	17	17	15
Number of students tested	40	40	47	46	39
2. African American Students					
Proficient & Advanced					
High					
Number of students tested	5	3	6	5	5
3. Hispanic or Latino Students					
Proficient & Advanced	92	88	54		
High	21	6	0		
Number of students tested	14	17	11	8	9
4. Special Education Students					
Proficient & Advanced	73	58	49	64	
High	13	24	12	23	
Number of students tested	15	12	16	17	8
5. English Language Learner Students					
Proficient & Advanced					43
High					14
Number of students tested	6	6	8	8	14
6.					
Proficient & Advanced			90	63	59
High			10	9	19
Number of students tested	4	5	10	11	10
NOTES:					

12IA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Advanced	91	86	82	77	78
High	21	23	23	14	21
Number of students tested	100	113	124	115	110
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	87	80	67	65	64
High	7	19	10	8	12
Number of students tested	40	40	47	46	39
2. African American Students					
Proficient & Advanced					
High					
Number of students tested	5	3	6	5	5
3. Hispanic or Latino Students					
Proficient & Advanced	78	70	54		
High	7	6	9		
Number of students tested	14	17	11	8	9
4. Special Education Students					
Proficient & Advanced	73	58	62	68	80
High	13	8	0	6	9
Number of students tested	15	12	16	16	10
5. English Language Learner Students					
Proficient & Advanced					43
High					0
Number of students tested	6	6	8	8	14
6.					
Proficient & Advanced			80	70	40
High			0	10	0
Number of students tested	4	5	10	10	10
NOTES:					

12IA3