

PART I - ELIGIBILITY CERTIFICATION

12OH12

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

12OH12

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 8021

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: 4
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	27	14	41		7	0	0	0
1	15	25	40		8	0	0	0
2	25	17	42		9	0	0	0
3	18	21	39		10	0	0	0
4	30	18	48		11	0	0	0
5	12	10	22		12	0	0	0
Total in Applying School:								232

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
5 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
3 % 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: 17%

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.	19
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1, 2010	252
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 64%

Total number of students who qualify: 153

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: 18%

Total number of students served: 43

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>29</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</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>11</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>3</u>
Total number	<u>17</u>	<u>8</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	0%	0%	0%	0%	0%

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

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?

Tiffin City School District is located in Tiffin, Ohio, the county seat of Seneca County. The District serves 2,815 students. Lincoln Elementary School is one of five elementary schools serving students in grades K-5. Over the past several years, the economy of Tiffin has experienced a decline. The impact of this downturn is reflected in employment opportunities. Sixty-four percent of our students are considered high poverty and many are considered at-risk. Lincoln Elementary is one of three elementary schools in Tiffin that receives Title I school-wide services.

Lincoln Elementary follows the District's mission statement: "To guarantee that all students achieve success at their full learning potential." In order to fulfill our mission statement, it is important that students come to school ready to learn. To be ready to learn, our student's basic needs must be met. We provide breakfast for our students through a breakfast program. We have a counselor who provides for the social and emotional needs of our students. Our Intervention Assistance Team (IAT) meets regularly to address the academic needs and behavioral concerns of our students. We begin each school day with our morning announcements that include a character message. Announcements conclude with the Golden Rule followed by "It's time to learn boys and girls!"

A variety of incentives and rewards are given for academic success. The BUG program (Bringing Up Grades) is a reward given by Tiffin's Kiwanis Club. It provides students with an ice cream party for those who bring up their grades each quarter. We have a "Top Dog" program for students in grades 3-5. If students meet each of the three criteria: behavior, homework, and achievement assessments, they are rewarded with a hot dog feast at the end of the school year. Our "Macho Nacho" program rewards students with nachos and cheese who achieve their math fact goals each grading period. Monthly, we have a "Golden Behavior Assembly" recognizing those students who met our academic and behavior expectations. We also recognize a student from each classroom who displays the featured character trait of the month. The principal provides incentives if students meet the goal of at least 80% passage rate in all areas of the Ohio Achievement Assessment. These incentives have included students throwing shaving cream pies at the principal, renting a dunk tank with every student having an opportunity to dunk the principal, and the principal having to camp out overnight in a tent on the roof of the school.

Lincoln Elementary School has an active Parent Teacher Organization (PTO). The Lincoln PTO provides support for classroom teachers by providing money to purchase supplies, fund field trips, and purchase technology such as a "Brian Pop" license, Promethean board technology, and the Reading A-Z. Our PTO organizes community and school events that include a Fall Bakery BINGO, Family Fun Night, and a Spring Festival. They have also funded a Center of Science and Industry (COSI) event for our students. Our parent volunteer support both in the classroom and with school events is very strong and is critical to our school's success.

The staff of Lincoln Elementary School consists of eleven classroom teachers grades Kindergarten through grade five, one targeted assistance Title I teacher, two intervention specialists, one part-time speech therapist, a part time aide, an occupational therapist, a school counselor, a custodian, secretary, and one principal. The entire staff, both professional and support, works extremely hard to provide a safe and nurturing environment to guarantee the success of every student. Our staff works closely together during and outside the regular school day. Collaboration among staff involves analyzing student data and developing interventions, assessments, and activities that best meet the needs of each student. Teachers use the data and results of the assessments to lead their instruction. Our teachers are problem-solvers. They search tirelessly for strategies and instructional practices that will produce the desired outcomes for each student.

The dedication and commitment of our staff and the Lincoln learning community is the foundation for its consistent academic success. For the 2009-2010 and 2010-2011 school years, Lincoln has achieved the designation of “Excellent” by the Ohio Department of Education for exemplary performance based on state assessments. Lincoln has been designated as an “Excellent” building seven times since 2002. For the 2009-2010 and 2010-2011 school years, Lincoln Elementary School was recognized as a *School of Promise* by the Ohio Department of Education for closing the mathematics and reading achievement gap for students who traditionally have struggled to achieve. Since 2002, Lincoln has been recognized as a “School of Promise” five times. In 2011, Lincoln Elementary School was one of two schools in the State of Ohio selected by the Ohio Department of Education for the 2011 Distinguished Title One School Award. Lincoln Elementary was chosen by the Ohio Department of Education based on outstanding performance for exceptional student performance for two or more consecutive years.

1. Assessment Results:

The Ohio Achievement Assessments (OAA) are annual assessments that measure how well students have mastered the Ohio Academic Content Standards. The State requires that all students in grades 3-8 be tested in both reading and math. Students in grades 3-5 take the reading and math assessments in late April and early May. Grade 5 is also assessed in science. The purpose of these assessments is to provide teachers and parents with information on students' achievement of the required skills for that grade level. Results from these assessments help identify areas of strengths and deficiencies in student skills, instructional methods, and areas of the curriculum taught.

In Ohio's accountability system, there are five levels of student results: Advanced Accelerated, Proficient, Basic, and Limited. Students who score Advanced, Accelerated, or Proficient are considered to have mastered the Ohio Academic Content Standards for that grade level and content area. Ohio's accountability system requires a school to meet several benchmarks in order to receive an "Excellent" rating. Lincoln Elementary must have at least 75% of students in grades 3-5 achieve Proficient or better on the math and reading assessments. Lincoln must also attain at least 93% attendance rate, 100 or more Performance Index Score, and meet Adequate Yearly Progress (AYP) in designated subgroups. The Performance Index Score is a weighted score determined by student performance on the State assessment and is calculated using each subject and grade level tested. As the percentage of students achieving performance levels above Proficient increases, the school's Performance Index Score also increases. Every year, Lincoln Elementary expectations are to exceed the minimum State requirements in all the assessed areas.

In the last two years, Lincoln has earned an "excellent rating by the Ohio Department of Education under the state's accountability system. In addition, Lincoln Elementary has been recognized five times by Ohio's State Superintendent as a *School of Promise*. This award recognizes Lincoln Elementary for having high achievement in reading and math for all groups of students, despite the fact that over 40% of our students come from economically disadvantaged backgrounds. In addition, Lincoln Elementary was one of only two schools in Ohio to receive the 2011 National Title I Distinguished School award.

A five-year review of the results of Lincoln Elementary's Ohio Achievement Assessments indicates high levels of achievement in both reading and math. Over the past five years, third grade students at Lincoln Elementary achieved an 89%-100% passing rate in reading and between 90%-100% passing in math. Likewise, 80%-96% of fourth graders scored at or above proficiency in reading and between 83%-100% scored at or above proficient in math.

Lincoln's success in reading is a direct result of our attention to data and responding to issues quickly. Because we have such a high population of economically disadvantaged students, we noticed a decrease in vocabulary and expressive language scores on the Kindergarten Diagnostic Instrument (KDI) and Diagnostic Reading Assessment (DRA). The STAR Reader program assesses students' reading levels and assigns books for students to read that are appropriate for their reading level. We require 90 minutes of reading and math every day and at every grade level. Title I resources are geared toward small reading groups for our lowest performing students. Strategies are geared toward improving reading and vocabulary skills.

Lincoln's transition to full inclusion in the fifth grade contributed to significant gains in reading and math. (Lincoln had already implemented inclusion in grades three and four.) Results in grade 5 math (2008-2009) improved from 66% of our students reaching the proficient or higher level to 95% in 2010-2011 and 55% of our economically disadvantage students at or above proficient to 94% in 2010-2011. The

reason for that improvement was due to restructuring of our math program at grade 5. We studied our data results from the 2008-2009 school year and reorganized the classroom. We moved to a full inclusion setting for math and reading. We used the intervention teacher and classroom teacher to collaborate and plan instructional activities to better meet the needs of all students. We allowed flexible grouping to better serve students who were having difficulties regardless of needs.

The same model was used for grade 5 reading as well. Results in grade 5 reading (2008-2009) improved from 68% of our students reaching proficient or higher level to 95% in 2010-2011.

Information on Ohio's Achievement Assessments can be found at: <http://www.ode.state.us/> Lincoln Elementary's 2010-2011 assessment results can be found at: <http://www.ode.state.oh.us/reportcardfiles/2010-2011/BUILD/020602.pdf>

2. Using Assessment Results:

Teachers at Lincoln Elementary use a variety of assessment data to plan for instruction, intervention, and enrichment so that all students can meet or exceed the Ohio Academic Content Standards. Students in every grade are given a Diagnostic Assessment in both reading and math at the beginning of the school year and at the semester. Based on data gained from these assessments, teachers collaborate with the inclusion specialist and among themselves to formulate strategies to best meet the needs of their students.

We utilize the nationally norm-referenced assessment (the Terra Nova) at grades 2-5 along with the Ohio Achievement Assessments in grades 3-5 to provide essential data. At the beginning of each school year, teachers in grade 3-5 meet to analyze the OAA results and Value-Added results for the school. Teachers develop plans to address low performance areas. Through building professional development, the staff has been trained in formative assessment techniques. Teachers incorporate goal setting, learning targets, assessments, effective feedback, effective homework practices, structured learning groups, and individual conferencing to create learning environments that are centered on the needs of each student.

Lincoln utilizes the Response To Intervention (RTI) system. RTI is a systematic process using research-based interventions to improve student skills. Teachers use the assessment data to identify areas in which students need intervention. They select interventions, assess students' skills, and monitor students' progress. Based on student progress, teachers will adjust the interventions to improve effectiveness.

We have an Intervention Assistance Team (IAT) that consists of the principal, classroom teacher, Title I reading teacher, intervention specialist, speech therapist, school psychologist, parent, and the student, if appropriate. The team uses a variety of data and information to assess what issues are interfering with the student's learning. The team develops strategies and interventions and sets goals that are attainable for teachers and parents to assist the student. The team reconvenes regularly to check the progress and make any modifications.

Lincoln Elementary communicates assessment results to parents, students, and the community. Beginning in this current school year, teachers use Progress Book, an online grade book system that allows teachers to post grades, homework assignments, announcements, and any other information parents might need. Parents have access to their students' grades and are able to communicate with teachers at any time.

Teachers send standards-based grade cards home at the end of each grading period. Grade cards are aligned with the appropriate grade level standards. Teachers assess students based on their mastery of each standard measured for that respective grading period. Additionally, teachers send home interim reports for grades 2-5 at the midpoint of every grading period. District Parent-Teacher Conferences are held twice a year. Our expectation is that we conference with every parent. If a parent chooses not to attend, either a home visit or telephone conference is conducted.

When the results of the Ohio Achievement Assessments are released, the State of Ohio releases an annual report for each school district and building. The state of Ohio also produces parent reports for each student who has been assessed. The school sends these reports home prior to the beginning of the next school year. District and building reports are posted on the Ohio Department of Education website so that the public can view and compare results. Local newspapers publish these results by district. Lincoln Elementary has its own webpage through the Tiffin City Schools website. The website posts important information, test results, local report card information, news, events, and pictures for parents to view.

3. Sharing Lessons Learned:

Lincoln Elementary Staff is always eager to share what they learned with staff members as well as others within and outside the district. Monthly staff meetings have shifted from simply disseminating administrative information to sharing and discussing the school's curriculum and instructional strategies. Lincoln's building leadership team of building teachers meets at the beginning of each school year to establish professional development activities for the building. Continuous building-level professional development, which is driven and based on student needs, consisted of reading instruction and formative assessments. Last year a select number of staff members were sent to training, and in turn trained the entire staff throughout the school year. This year, lead teachers were trained in Response To Intervention (RTI) and in turn, are training the entire staff. Those approved to attend professional development share the information at staff meetings. We have had presentations on phonological awareness, autism, inclusion, Reading A-Z, Research Based Interventions, IAT, etc.

District wide professional development is offered for all staff members. During district grade-level meetings, Lincoln staff shares ideas and practices as well as gains new ideas from our peers in the other four elementary buildings that are a part of Tiffin City Schools. The principals of the five elementary buildings meet monthly and talk almost daily sharing ideas, materials, and information. Tiffin City Schools has a professional development committee that develops 6-8 sessions each semester. Staff members can earn credits toward renewing their professional teaching license by attending these sessions.

4. Engaging Families and Communities:

Lincoln Elementary utilizes a multitude of strategies to work successfully with family and community members. At the beginning of the school year, we provide an Open House for our families to visit our school. Classroom teachers and the Title I Reading Instructor explain the curriculum, goals, and resources that are available to students and parents.

A monthly newsletter is sent home containing reading tips and strategies for parents to be able to help their child at home. Parent-teacher conferences are conducted twice a year for teachers and parents to share student progress and strategies for intervention. A Reading Open House is available for families during scheduled parent-teacher conferences to peruse the reading resources available in our Title I Resource Room. We have a daily "Baggie Book Club" where students are given daily books at their reading level to take home and read with their parents. Parents sign a paper confirming that they read with their child. The baggie books are returned the next day with parent signatures.

During the school year, we hold an Ohio Achievement Assessment Information Night. Parents attempt to solve sample assessment problems in reading and math. Teachers go over the solutions with parents. The evening concludes with staff members providing parents helpful hints and strategies they can do at home to help their students be successful on the assessments.

At the end of the school year, we hold a meeting with parents to distribute and explain summer reading packets for students. The school and district partner with the Tiffin-Seneca Public Library, encouraging

and providing information to students and parents to participate in their summer reading program. We help parents set summer reading goals with their child.

We partner with Heidelberg University utilizing college students who are enrolled in the education program. They work with our students in small groups and individually to improve their reading and math skills.

We encourage parents to volunteer in our classrooms and be active in our PTO. The Lincoln PTO provides family events such as: Bakery BINGO, Family Fun Night, Spring Festival, Reading Fun Night, COSI On Wheels, and field trips. Through their help and strong local community donations and contributions, wonderful opportunities are provided to welcome families into our schools and promote a positive relationship and partnership toward literacy for everyone. Our local service organization, the Tiffin Kiwanis Club, rewards students through the BUG (Bringing Up Grades) program with an ice cream party for all students who bring up their grades at the end of each grading period.

1. Curriculum:

Lincoln Elementary School's curriculum is based on the Ohio Academic Content Standards and the Tiffin City Schools curriculum guide, which is based on the Ohio Standards in all subject areas. Each teacher receives a copy of the Content Standards and curriculum that indicates what children should be able to achieve in each grade level and subject area. The staff also engages in research-based instructional strategies, which ensure daily, rigorous content and high expectations for student learning. Teachers create lesson plans that align with these standards and strategies, and reflect upon their lessons and student achievement in order to better serve students. Reading and language arts are taught in an integrated approach.

Lincoln Elementary builds its reading instruction from the Scott Foresman Reading Street series, and teachers supplement the basal with several teacher-created activities to ensure learning. Phonemic awareness, phonics, fluency, comprehension, vocabulary, and writing are the basis for the reading curriculum. Support services such as intervention, Title I reading, Kindergarten Literacy (fine-motor program), and Earobics (a computer-based phonics program) all support these cornerstones. Lincoln teachers also use Reading A-Z materials, Star Reader, and Accelerated Reader to meet students at their independent levels and provide meaningful instructional experiences. Writing is an essential part of the program, and is incorporated across subjects. Teachers use a variety of writing tools and graphic organizers to organize ideas and monitor comprehension.

In math, an emphasis is placed on math facts and problem solving. Grades 1-4 use the Rocket Math program to master math facts. Resources such as Promethean Planet provide teachers with computer-based supports. Teachers also use manipulatives for students to enrich experiences and encourage learning. The intermediate teachers use Mountain Math to provide challenging math problems to students, and require them to write short and extended responses and explain their reasoning and processes.

In the primary grades, science and social studies are integrated into the reading curriculum to create cross-curricular activities and lessons. In the intermediate grades science and social studies are taught as hands-on, inquiry-based subjects. The scientific method is introduced and executed through classroom experiments. Websites such as BrainPop are used to assist comprehension. Field trips, guest speakers, and classroom reports and projects are used to supplement a rich learning environment in these academic areas. Citizenship is encouraged and supported through a character education program, which focuses on a different character trait each month and the recognition of students for exhibiting these traits in and beyond the classroom.

Each week, students at Lincoln receive sixty minutes of physical education. These classes are taught by specialists, and the program is designed to include sports skills, good sportsmanship, making healthy life choices, and exercise. The goal of the physical education program is to develop and increase habits of daily activity.

Students also receive forty minutes of art instruction, also taught by a specialist. Students have the opportunity to explore a wide array of media, and student artwork is displayed around the school.

Sixty minutes of music education is provided to each student weekly. This instruction includes an exploration of various genres and styles of music, as well as an introduction to instruments, rhythms, and notes. Students sing and lay instruments, as well as listen to selections to identify components of music.

The classroom and community are also engaged in our art and music programs. Performances are put on for parents and community members in the winter and spring that incorporate movement and music with student artwork displayed at this time.

2. Reading/English:

Lincoln Elementary reading curriculum is a balanced literacy approach that is aligned to the Ohio Academic Content Standards. Our school uses the Scott-Foresman's Reading Street series. The primary components of the series consist of leveled readers, decodable readers, big books, and trade books. The Reading Street series was chosen after much research because of the integration of language arts and reading. The program focuses on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The reading lesson is divided into three parts:

1. Instruction begins with the whole class working on a skill. The focus is on oral language, vocabulary, comprehension, and word work.
2. Small groups meet to provide differentiated instruction. During this time the strategic intervention group attends Title I reading. The classroom teacher manages the On-Level and Advanced reading groups.
3. The whole class gathers back together for language arts instruction where literacy centers, journal writing, and self-selected reading are taking place.

In addition to the basal lessons, teachers use resources from Study Island, Reading A-Z, Drops in the Bucket, and Mountain Language to differentiate instruction. Grades K-2 participate in a reading Book Club, a school to home program where students take a book home on his/her level to read to a parent. The teacher and parent keep in close contact as to how well the child is reading and comprehending at home.

Accelerated Reader is another program that has led to the success of our students. Students in grades 2-5 use Accelerated Reader software products to personalize their reading. Students are given goals and incentives each quarter. Another program that led to our students' success is the Sidewalks Reading Program, which breaks down reading strategies and skills to develop a strong foundation for improving literacy skills.

3. Mathematics:

Within Lincoln Elementary's math program, several strategies are used to ensure that all kinds of learners are reached. Teachers work in whole group, small group and one-on-one settings at various times of the day to teach, re-teach, and accelerate learning.

The primary resource used is the Harcourt Math Series, which promotes learning in number sense and operations, data analysis, problem solving, geometry, measurement, and mathematical processes. The series includes chapters aligned closely with the Ohio Academic Content Standards. Regular classroom teachers, as well as intervention specialists, teach from the series in an inclusion setting which includes the following components: spiral review, math manipulatives, differentiated workbook pages, standardized test preparation, assessments, performance assessment tasks (students work in pairs and groups to solve problems), technology activities (showcased web sites to encourage children to explore at home to reinforce skills), and family involvement activities to practice at home.

In addition to this main series, teachers also take advantage of the following programs: Rocket Math, Mountain Math (an online program that spirals all grade level concepts that students do weekly), Accelerated Math (a computer based program that correlates to the Ohio Math Standards that students

practice and move at an independent rate), Math Journals, common intervention time at the end of the day for small group/individual re-teaching, OAA Test Journals, and Brain Pop.

Lincoln also utilizes Rocket Math, which is a structured program for sequential practice of math facts. It requires that students practice and learn a few facts at a time. It is structured similarly for all four math operations, so it can be used to accelerate learners at their own pace. Flash cards are used with each level. Students work with a partner to say each fact out loud and the partner checks their answers for two minutes. Next, the student has one minute to write the answers to their problems. As facts are memorized, more facts are introduced.

4. Additional Curriculum Area:

Lincoln Elementary believes in taking a cross-curricular approach to student learning through the encore classes particularly our physical education, nutrition, and health programs. Teachers begin their instructional day with Brain Gym. Brain Gym, a five to eight minute systematic sequence of movements that, when implemented consistently over a period of time, helps students improve sensory and cognitive skills.

We believe that student activity stimulates the brain, allowing our students to be in a better position to learn. Our instructional schedule is built around our physical education classes. Math instructional blocks are purposely scheduled to follow physical education classes. The physical education curriculum is aligned with the National Association of Sports and Physical Education (NASPE) and the newly adopted State of Ohio's Physical Education Standards.

The physical education program is not the traditional "gym" class that is stereotyped by a teacher rolling out a ball for the entire class to play kickball for 30 minutes. Our PE program is structured and focuses on exercise, fitness, and skill development. Physical education classes are highly structured and begin with activities that incorporate fitness test components, core strength, upper body, and total body coordination ending with "L-I-N-C-O-L-N S-C-H-O-O-L" jumping jacks.

We challenge students with all ability levels both physically and mentally in a non-competitive environment. It is not about winning or losing. It is about getting our students to understand that little improvements can become big achievements. We focus on successes to help build our students' self-esteem and confidence.

Our PE curriculum allows for the introduction and emphasis of healthy lifestyles regarding nutrition, the importance of physical activity, and muscle recognition and/or function. Lessons and activities are well planned and crafted to incorporate and enhance academic, social, and leadership skills that can benefit students both inside and outside the classroom. Lesson plans reflect activities that emphasize team-building and cross-curricular activities in core curricular disciplines such as mathematics and language arts. Activities incorporate problem-solving, collaboration, team-building, and skill development. Lincoln believes and our students believe whole-heartedly that a healthy body leads to a healthy mind and better opportunities for student learning to take place.

5. Instructional Methods:

Instruction at Lincoln is differentiated to meet the needs of student learners. Lincoln is a Title I schoolwide building, and the Title I teacher works with grades K-4 daily. Based on baseline reading tests, students are selected from each classroom based on academic need. These students receive thirty to forty minutes of guided reading instruction each day. This is in addition to the reading instruction and guided reading taking place in each classroom. The Title I reading groups are flexible, and students who make advancements in reading from one quarter to the next may be graduated out of the program, while students who begin to fall behind may be introduced into the program at any time.

Lincoln's intervention specialists divide their day amongst three-to-four grade levels. Each grade level is given an hour block of time for reading and an hour block of time for math daily. During this block, the intervention teacher is in the classroom providing individual support to struggling and advanced learners. The intervention teachers also work with small groups of students who need additional practice or re-teaching of skills. The end of each school day is a scheduled block of time for intervention, in which students can complete unfinished or new assignments while teachers and intervention specialists work with individuals or small groups.

The teachers at Lincoln Elementary regularly group students for guided reading groups and math skill groups. This is designed to advance students who are achieving, and to intervene with students who are challenged. Through the use of formal and informal assessments, teachers gain information on their students' achievement and skill base, and use this information to plan cooperatively and review skills.

Many classrooms at Lincoln Elementary are equipped with a Promethean board, and they are used to advance student learning whenever possible. Through the use of computer-based resources like Brain Pop, Mountain Math, and Study Island, skills are reviewed and practiced. This technology also allows teachers to present materials in an engaging, motivating way. Lincoln has Promethean voters, which allows students to be presented with a question, and then "vote" or choose an answer electronically. Teachers get the benefit of immediate feedback from their students, and can use that information in a formative way to conduct the lesson.

6. Professional Development:

Tiffin City Schools offers professional development opportunities for its employees quarterly, and staff members can choose to attend after-school sessions based on a variety of topics. These district sessions are designed to enhance staff development and give teachers practical applications for the classroom to improve student achievement. Lincoln Elementary provides professional development for its staff in many areas.

The staff regularly participates in grade-level and cross-grade-level meetings to hold conversations about student work and expectations. From these grade-level meetings and the information shared, mid-year and end-of-year tests are developed to pass on critical information about student learning to the child's next teacher. These conversations help teachers implement new practices into their classrooms to better prepare their students for the next grade level, as well as give them more realistic expectations for incoming classes the next year based on learning and achievement that was reached the previous year.

Monthly staff meetings are devoted to providing professional development. When staff members attend conferences or meetings outside or within the district, they are asked to present the information gained at the conference at the following staff meeting, so that all staff members can benefit from their new expertise. These monthly meetings are an opportunity for staff members to ask questions and share materials.

Each year, the Lincoln staff also receives professional development as a staff in two half-day sessions. The staff has learned how to incorporate the best use of formative and summative assessments in the classroom. Currently, the staff is learning about and implementing Response To Intervention practices in the classroom based on a new district model. From conversations that happen during these professional development meetings, teachers are better servicing students who are struggling in the general education curriculum, and provide more challenges for students who are exceeding the expectations of the general education curriculum. These opportunities for collaboration and communication amongst staff members strengthen the core of our instruction and enhance our ability to service all students in our building.

Visitors from other school districts have come to observe our programs. Title I personnel from another school district visited our school. They observed classrooms and then had a question and answer session

with our teachers and principal. A retired Title I teacher is an adjunct reading professor at the local university. Much of her curriculum consists of instructional practices ongoing at Lincoln Elementary. Our intervention specialist is invited to speak to education students at the university to share insights, thoughts, and perspectives to future classroom teachers.

7. School Leadership:

Lincoln Elementary has had strong leadership throughout its history. The positive professional relationship between the principal and the staff are key to the academic success of Lincoln and all of its students. The staff believes that a strong building culture is vital to each student's success. The building culture is one centered on "we" and "us," not "them" or "they". The primary focus is to create a positive student-learning environment that is safe, nurturing, and focused on academics.

An "open door policy" exists where staff, students, and parents are always welcome to stop in and share their concerns or successes. The principal is in every classroom regularly to monitor teacher performance and preparation in an effort to ensure quality instructional practices that include high levels of student engagement, intervention, and enrichment. Shared leadership amongst staff establishes trust that helps foster opportunities for staff to collaborate and share ideas in an effort to increase student learning, to analyze data, to discuss assessments, to share best practices, and to bond as a group.

Lincoln has a building leadership team consisting of staff members that represent the entire building. The role of the team is to analyze the building's needs and develop the building Continuous Improvement Plan (CIP) that provides the building's targeted areas of improvement for the upcoming school year. The CIP is reviewed and amended each school year based on academic and nonacademic data. This also drives the building's professional development ensuring that our staff has the necessary training, materials and resources available to impact student achievement.

Our entire staff plays an active role in order that our mission statement is followed through. Our mission statement: "To guarantee that all students achieve success at their full learning potential" drives every action and discussion within our building. We are focused on what each individual needs to be successful. Whenever making a decision that impacts the building, staff, or students, the question that must always be answered is, "Is this decision what is best for kids?" If we cannot answer that question with an affirmative, we will not stop until we find a solution that does.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2011-2012 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	98	91	98	94	90
At or Above Accelerated	51	36	58	53	53
Number of students tested	49	22	43	36	40
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					
At or Above Proficient	97	88	96	89	82
At or Above Accelerated	42	35	59	47	36
Number of students tested	31	17	27	19	22
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	100			80	
At or Above Accelerated	50			40	
Number of students tested	10			10	
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6.					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
NOTES:					

12OH12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2011-2012 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
At or Above Proficient	94	100	98	89	90
At or Above Accelerated	65	91	79	75	68
Number of students tested	49	22	43	36	40
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					
At or Above Proficient	94	100	96	89	82
At or Above Accelerated	58	88	81	79	55
Number of students tested	31	17	27	19	22
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	90			90	
At or Above Accelerated	30			70	
Number of students tested	10			10	
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6.					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
NOTES:					

12OH12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessments

Edition/Publication Year: 2011-2012 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	100	86	92	83	95
At or Above Accelerated	54	50	44	34	62
Number of students tested	24	44	36	41	42
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					
At or Above Proficient	100	89	88	79	91
At or Above Accelerated	47	51	35	16	65
Number of students tested	19	37	17	19	23
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6.					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
NOTES:					

12OH12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessments

Edition/Publication Year: 2011-2012 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	96	91	92	80	95
At or Above Accelerated	54	52	50	24	55
Number of students tested	24	44	36	41	42
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					
At or Above Proficient	95	95	88	74	91
At or Above Accelerated	58	54	59	5	65
Number of students tested	19	37	17	19	23
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6.					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
NOTES:					

12OH12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Ohio Achievement Assessment

Edition/Publication Year: 2011-2012 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	95	89	66	76	82
At or Above Accelerated	59	43	34	46	49
Number of students tested	41	35	38	37	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1			1	
Percent of students alternatively assessed	2			2	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	94	90	55	67	82
At or Above Accelerated	53	40	10	40	47
Number of students tested	34	20	20	15	17
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	90			45	
At or Above Accelerated	50			18	
Number of students tested	10			11	
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6.					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
NOTES:					

12OH12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Ohio Achievement Assessments

Edition/Publication Year: 2011-2012 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	95	83	68	86	95
At or Above Accelerated	20	14	18	27	41
Number of students tested	41	35	38	37	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1			1	
Percent of students alternatively assessed	2			2	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	94	95	60	80	94
At or Above Accelerated	15	10	5	33	24
Number of students tested	34	20	20	15	17
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	90			73	
At or Above Accelerated	40			18	
Number of students tested	10			11	
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6.					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
NOTES:					

12OH12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	97	88	85	84	89
At or Above Accelerated	54	44	45	43	54
Number of students tested	114	101	117	114	121
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	2	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	96	89	81	79	85
At or Above Accelerated	47	44	37	33	49
Number of students tested	84	74	64	53	62
2. African American Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
At or Above Proficient	95	0	0	61	0
At or Above Accelerated	50	0	0	28	0
Number of students tested	20	0	0	21	0
5. English Language Learner Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OH12

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
At or Above Proficient	94	90	86	84	93
At or Above Accelerated	46	47	50	41	54
Number of students tested	114	101	117	114	121
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	2	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	94	96	82	81	88
At or Above Accelerated	40	49	51	39	50
Number of students tested	84	74	64	53	62
2. African American Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
At or Above Proficient	90	0	0	81	0
At or Above Accelerated	35	0	0	42	0
Number of students tested	20	0	0	21	0
5. English Language Learner Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OH12