



## PART I - ELIGIBILITY CERTIFICATION

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12OH9

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

12OH9

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
 (per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
8 Total schools in district
2. District per-pupil expenditure: 8756

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
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	49	20	69		<b>6</b>	0	0	0
K	29	23	52		<b>7</b>	0	0	0
1	28	26	54		<b>8</b>	0	0	0
2	28	21	49		<b>9</b>	0	0	0
3	24	31	55		<b>10</b>	0	0	0
4	28	24	52		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>331</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
96 % White  
1 % 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: 11%

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.	25
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1, 2010	329
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 2

Number of non-English languages represented: 2

Specify non-English languages:

Teluga, Chinese

9. Percent of students eligible for free/reduced-priced meals: 22%

Total number of students who qualify: 72

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: 61

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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>40</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>14</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>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>10</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>9</u>
Total number	<u>23</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show 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%	97%	97%	97%	97%
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>
<b>Total</b>	<b><u>0%</u></b>

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?

Wadsworth City Schools is located in Medina County in Northeastern Ohio and serves 4,893 students. It was founded in 1870 and is proud of its 142 year history. Wadsworth is a community of approximately 21,500 citizens that has small-town charm along with other areas of more commercialized growth.

Lincoln Elementary School serves 331 preschool through fourth grade students. Three integrated preschool teachers provide special education services for all of the districts' qualifying students ages three through five. Kindergarten through fourth grade has two teachers per grade. 100% of Lincoln teachers are designated highly qualified by the State of Ohio. Speech therapy, occupational therapy, physical therapy, and Title One tutoring services are all provided within the building.

***The Mission of Lincoln Elementary is to provide a quality, well-rounded education in a safe environment that will enable all students to reach their highest potential.*** To achieve this mission, five belief statements guide our daily instruction, school culture, and interaction with students, families, and constituents.

The first belief is that **all students have a right to an education that provides an opportunity to reach their highest potential in an ever-changing global community.** The District has been rated Excellent with Distinction for the previous three years. Our school has been rated by the State of Ohio as Excellent for nine consecutive years and a "School of Distinction" in 2005-2006. Teachers work to stay up-to-date with recent technology to provide opportunities for our children to extend and enhance their learning.

The second belief is that **each student's education should help prepare him or her to be a productive and responsible citizen.** "Caring Kids at Lincoln" is a building-wide initiative which highlights students who portray the six pillars of character. The six pillars of character are caring, citizenship, fairness, respect, responsibility, and trustworthiness. Students are nominated monthly by staff members as "Caring Kids" and/or "Students of the Month", which recognize progress in academic and personal development. Students are encouraged to be responsible citizens through participation in a community partnership with Meals on Wheels, a canned food drive and the United Way Campaign. In addition, fourth graders participate in a community Salvation Army Ring the Bell program.

The third belief is that **education should be conducted in a safe environment—mentally, physically, emotionally, and socially.** Lincoln has a building-wide discipline program called the "Grizzly Five". All students are expected to be respectful, be responsible, follow directions, be there... be ready, and keep hands and feet to self. Lincoln Elementary implements the district-wide bullying program. The students have signed contracts to be "Bully Stoppers". Our school counselor and a prevention specialist teach structured lessons, small group activities, and life skills that prepare our students to succeed in an ever-changing world. Fourth grade students, partnered with high school students, benefit from the HUDDLE (Helping Us Develop Dedication, Leadership, Enthusiasm) Program. Students work collaboratively across grades through Reading Buddies. Students are also provided with opportunities to participate in extra-curricular activities at Lincoln such as Student Council, Safety Patrol, Bookmarkers, Chess Club, and Fourth Grade Leaders.

The fourth belief is that **families, school personnel, and the community should work cooperatively to meet the educational needs of students.** WHYS (Wadsworth Home Youth School) is a community program that involves parents, teachers, and students. They conduct fundraisers to provide classroom resources such as technology, literature, behavior incentives and learning opportunities for the students. The local McDonalds provides grant money for science tools and equipment. Parent volunteers are utilized in the classroom, library, and cafeteria. All stakeholders are kept informed through weekly classroom newsletters and monthly newsletters from the principal and WHYS parent organization.

The fifth belief is that **our school should provide the best possible resources to meet the current and future needs of students.** We implement researched based programs to collect baseline data, set goals, and measure progress throughout the year. Data is shared vertically as students advance through grade levels. All staff members, certified and non-certified, are utilized to assist in interventions. Every month the principal meets with grade level teams to discuss progress. The district gifted education coordinator, gifted teacher, classroom teachers, and the principal provide Value-Added interventions and enrichment activities each week to differentiate instruction and assist students in meeting their goals. The special education department has on-site therapists to support students with special needs.

The Lincoln School community works collaboratively in order to ensure that all students become well-rounded, compassionate citizens who have a quality education that will take them into the 21<sup>st</sup> century. We strive each day to provide opportunities for each individual student to succeed at his or her highest potential. We believe this qualifies us to receive the honor of a Blue Ribbon School.

### 1. Assessment Results:

A. The state of Ohio requires that each public school system administer the Ohio Achievement Assessment (OAA) annually in reading and math for third and fourth grade. Initially, the third grade reading assessment is given in October as a diagnostic tool to give teachers, students and parents a baseline performance level for each student. In May, both the reading and math assessments are given to third and fourth graders to show how well students have mastered the Ohio Academic Content Standards at their grade level. To show performance in these content areas, scores are reported for each individual student in one of five levels. These levels include, in decreasing order, Advanced, Accelerated, Proficient, Basic and Limited. To achieve mastery in each content area, a student needs to be at or above the level of Proficient. To earn the highest rating from the state and meet the state report card indicators, Ohio requires that at least 75% of students in each building achieve at the level of Proficient on the spring OAA and students make more than a year's growth as reported by value-added. The baseline data for the Value-Added component is established on the third grade OAA. Value-added is determined based on the growth from the third grade spring OAA to the fourth grade OAA. Schools in Ohio are also awarded a Performance Index Calculation (PIC) score from 0-120. This reflects the achievement of every student enrolled for the full academic year in all tested subjects and grades. The scores are weighted from the OAA in decreasing order by performance level, with the most points awarded to students who score in the Advanced level. The third assessment component is the Adequate Yearly Progress (AYP) score. This piece analyzes the growth made by the different demographic groups that make up the Lincoln population.

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/020784.pdf>

B. The combination of state indicators, Performance Index, Adequate Yearly Progress and value-added has earned Lincoln Elementary the Excellent rating for the past six years. On the OAA over the last three years, Lincoln Elementary has shown consistent growth on the third grade reading assessment. In the 2008-2009 school year the passage rate was 90.9%; 2009-2010, 94.5%; and in 2010-2011, 98.1%. Over the last three years, the fourth grade reading scores have consistently been over 90%, with the 2010-2011 school year achieving 100%. Lincoln Elementary School's math scores on the OAA have far exceeded the state minimum of a 75% passage rate for the last three years. Our third grade scores have consistently been 94% passing or higher and our fourth grade passing percentages have consistently improved by two or more percentage points. Our student scores are exemplary, as they reveal that two-thirds of Lincoln School's third and fourth grade population performed in the accelerated or advanced range. Lincoln Elementary also has met, or been above, what is required by the state of Ohio to show a year's growth through the value-added component. The PIC score for Lincoln has risen five points over the last three years, with our 2010-2011 score of 109. Over the past three years, all students met the criteria for AYP in math, reading, and attendance.

While kindergarten, first and second grade students are not tested formally by the state, Lincoln Elementary school uses a number of measures to determine student performance. Prior to entering kindergarten, the Kindergarten Readiness Assessment-Literacy is a screening tool administered to obtain initial data about individual literacy skills. Reading progress for kindergarten, first and second grade is then tracked through the administration of the Developmental Reading Assessment (DRA). Data collected from the DRA is used to develop a focus for instruction and interventions in and out of the classroom for all individuals. First grade DRA scores indicated a deficiency in fluency and comprehension; therefore, the district has adopted the Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next!) program to supplement and improve student performance in the deficient areas. Since the implementation of DIBELS Next!, our DRA scores in 2010-2011 showed significant and consistent growth. The immediate

data analysis and feedback obtained by these two assessments allows for Lincoln staff to meet the specific instructional needs of all students.

To monitor student progress in math, Lincoln Elementary uses a number of tools. Besides OAA testing data, we also track student progress with Study Island and Yearly Progress Pro (YPP). These are both online programs that the students use on a weekly basis and provide teachers with information on progress. Data collected from these tools are used to facilitate direct instruction, enrichment and intervention. Lincoln Elementary School teachers understand the importance of analyzing the above results. However, our daily interactions with students as individuals who come from varying background experiences, cultures, and economic levels help us to differentiate instruction for each child.

## **2. Using Assessment Results:**

The teachers and principal at Lincoln Elementary School use assessment results as a guide for instruction and to help meet the needs of all students. Staff members participate in data meetings to discuss assessment results in order to further plan instruction and interventions based on areas of strength and weakness. Short-cycle evaluations in language arts and math, running records, observations, DRA, DIBELS, Study Island, YPP and benchmark assessments are all utilized both formally and informally. Teachers in each grade level meet frequently to study this data and make decisions about flexible grouping and planning for differentiated lessons. Based on these assessments, students set individual goals and teachers set classroom goals that help motivate students and make them more responsible for their learning. The data also allow teachers to do individual progress monitoring and share results with the Response to Intervention (RTI) team to set goals and ensure growth.

Data are also made available from the Ohio Department of Education (ODE). Teachers receive an online report identifying each assessment item. Each teacher can analyze this report, which allows discussion and dialogue to occur vertically, horizontally and with the school principal to determine strengths, weaknesses, and disconnects between performance and instruction. When the building identifies an area of weakness based on these scores, we discuss ways to address the issue. Specific grade levels collaborate to develop lessons and assessments that are developmentally appropriate. Areas of need are also addressed as our staff plans professional development. Teachers share strategies and follow-up to ensure strategies we have implemented are successful.

The third and fourth grade teachers use OAA data along with their own assessment information. Third grade teachers use fall OAA results for instruction and intervention. Fourth grade teachers are able to use third grade spring OAA results to develop instruction and interventions to address both individual student needs and whole group instruction. Both third and fourth grade teachers use test data to complete goal sheets for each student based on the testing strands and classroom observations. Through collaboration, the teachers and principal develop specific action plans that detail the level and frequency of academic tutoring support, flexible grouping, and targeted classroom intervention strategies. Continued collaboration allows for necessary adjustments to scheduling and instruction throughout the school year.

Through the use of assessment results, observation, and in-class assignments, Lincoln staff also identifies specific students who need additional instruction. These students are then referred to our Response to Intervention (RTI) team. Once a student is identified in the bottom 10%, he/she is placed on Tier 1 which uses individualized in-class modifications to monitor progress for that student's specific RTI goal. If a student shows lack of adequate progress on Tier 1, he/she is then placed on Tier 2 with an identified goal and research-based intervention. Progress is monitored biweekly for four to eight weeks, and the results are analyzed to determine success of the intervention. Lastly, if a student continues to show lack of progress toward his/her specified goal, that student is then placed on Tier 3. Progress is monitored again to determine success of the intervention again for six to eight weeks. At this point, if a student has continued to show inadequate growth, further testing is discussed to determine the need for an Individual Education Plan (IEP). Parents are involved in this process as well; they are contacted and kept informed as goals are met or interventions are modified. The building principal, Title 1 teacher, and other adult

aides are involved in providing interventions and help to ensure that the students work to their fullest potential.

### **3. Sharing Lessons Learned:**

Lincoln Elementary staff is always proud and ready to share our successes. Additionally, we are eager to learn from others' successes, both in and out of the district. Our principal attends weekly in-district administrative council meetings and participates in county-wide curriculum meetings. Lessons learned at administrative council and county-wide meetings are shared with teachers via grade level, content area and other committee meetings. Lincoln's principal also highlights classroom learning, successes and programs with parents and community through our school newsletter, website, and email. An example of one of these programs is our "Bully Stoppers" program. Twice a year, Lincoln is featured in the county newspaper so neighboring communities also have the opportunity to see highlights from our school.

We have welcomed teachers from surrounding districts to observe our full day kindergarten program and our language arts program. Our principal has been job shadowed to glean insight and ideas on our successes. Our preschool teachers provided professional development to other preschool teachers in surrounding communities. This included a handbook and follow up observations to help them implement strategies for success. Teacher collaboration occurs with Abilikids and Star Therapy, which provides physical and occupational therapy to our students.

At the district level, we attend grade level meetings to discuss OAA results, building strengths and weaknesses, and academic successes. Our district has a curriculum share drive in which all teachers can access and contribute materials created by staff. For professional development, our district offers Red Book opportunities. Lincoln Elementary teachers have offered numerous Red Book classes to share our successful techniques and research-based instruction and interventions. There is a district technology committee. Our representative, upon attending the technology committee meetings, returns to Lincoln and reports tools and technology tips to incorporate in the classroom. This year, our representative attended the eTech Technology Conference in Columbus, Ohio.

As improvement is always a focus, the principal and teachers work together on a Building Leadership Team to share successes and focus on improvement plans for our building. As a staff, we have completed several book studies to incorporate new ideas and instructional consistency throughout the building. Our RTI team also involves our principal and a team of teachers that analyze and develop intervention strategies. To further our RTI successes, our RTI chair attends monthly in/out of district meetings with other RTI chairs to collaborate and broaden our tool-kit of intervention strategies.

### **4. Engaging Families and Communities:**

Lincoln Elementary School values meaningful communication with parents and the community, therefore regular communication about student performance and assessment results are shared through a variety of means. On a weekly basis, Lincoln teachers distribute classroom newsletters, packets of student performance, and portfolios. On a monthly basis, Lincoln publishes a school-wide newsletter and communicates its accomplishments and celebrations via a televised board meeting. Twice a year, our school is featured in the local newspaper and we are able to share highlights of our school events. Our school year is divided into trimesters to report student progress on our standards-based report cards. Additionally, we place high importance upon formal and informal face-to-face communication. There are three conference nights scheduled in order to share student progress with parents to ensure continuity between home and school support. At the beginning of the year, parent and new student orientations are conducted to communicate expectations, schedules and planned activities. In the spring, we invite community members such as the mayor or judge, to share their love of reading to kick off our Right-to-Read week. Students become motivated to involve their family in daily reading time which helps to improve reading fluency and comprehension. A book fair is offered twice a year to encourage independent reading and support a variety of book choices at each student's reading level. A grandparent's luncheon is also hosted in conjunction with the book fair to support intergenerational

cooperative reading. Toward the end of the year, Lincoln school hosts an ice-cream social and open house to invite families into the building to celebrate and showcase student work.

Our Response to Intervention (RTI) team invites parents to participate in the collaboration of strategies and instruction for students who require more specialized instruction. Teachers and tutors also communicate with students regarding their goals and successes. When necessary, the RTI team, including the parents, refers a student to the special education process for a multi-factored evaluation to determine a possible disability. If a student is determined eligible for an Individualized Education Plan (IEP), a team of professionals collaborate with his/her parent(s) to develop the student's individual plan that targets specific areas of need based on grade-level expectations.

## 1. Curriculum:

At Lincoln Elementary, a Pre-Kindergarten to fourth grade building, Ohio State Standards and board adopted courses of studies serves as the framework for lesson planning, instruction, and student assessment. All teachers are responsible for Language Arts, Mathematics, Science, and Social Studies development and implementation. Each subject area uses a district-approved series that we further supplement to best meet the needs of all students.

*Literacy by Design*, published by Rigby, is the district-approved tool used to implement the Ohio Academic Content Standards. It provides remediation/extension activities as well as ELL activities to substantiate our language arts curriculum. We utilize a developmental, multisensory reading and phonics program called Orton-Gillingham, Six Traits and Writer's Workshop along with a variety of teacher created and commercially developed common assessments, key vocabulary, cross-curricular connections and technology.

*Everyday Mathematics* is a complete K-6 curriculum that embraces many of the traditional goals of school mathematics as well as new, twenty first century skills. Our students benefit from the spiraling curriculum with emphasis on problem solving skills, hands on application of knowledge, and developmentally appropriate games to reinforce key concepts.

Our Social Studies curriculum is *Ohio Social Studies* published by Houghton Mifflin. The curriculum is built on thematic units that enhance understanding of diverse cultures and communities. We utilize Junior Achievement, which brings community volunteers to our building to teach lessons. The third graders go on a community walking tour, they visit with the Mayor, police department, judge, and other local historical sites. We foster community involvement in other grades by having police, fire fighters, local doctors, and dentists come in to discuss elements of their careers.

Our Science curriculum is integrated across content areas and is reinforced through reading informational text. In addition, we also supplement science with *Early Science* published by Newbridge, *Ohio Science* published by Macmillan, and the AIMS program. The emphasis is on scientific inquiry, science process skills, reading comprehension, and content vocabulary. Technology, such as United Streaming, demonstrates relevance and adds real world understanding to student learning in science as well.

At Lincoln Elementary School, we value the importance of the arts adding to the development of the whole child. Our specials program includes Art, Music, and Physical Education. They all add valuable learning experiences and allow students with different learning styles to excel.

Students use art tools, methods, and techniques to reach the highest level of achievement as they overcome barriers to learning, build self-esteem, explore creation and expression of ideas, while also forming a strong capacity to learn. Upon entering Lincoln Elementary our Artist of the Month work is showcased in the lobby for all visitors to see. Energetic art work is continually displayed outside of each classroom. With the abundance of student art work, great attention is given to unique pieces and they are displayed at our annual Fine Art Show.

An engaging and technical music program is evident throughout our school. The music program is seamlessly integrated into the Social Studies, Science, and Math curriculums. Students are showcased in the variety show, the Veterans Day program, and choir. The music teachers are knowledgeable of the content area standards and work to reinforce these skills in their time as well.

Our district's current health and wellness program emphasizes life time fitness and motor skill development. We are trying to combat childhood obesity through the Presidential physical fitness test, field day, a rock wall, and individual and group fitness activities

## **2. Reading/English:**

Our language arts curriculum is designed to be all encompassing in the areas of reading, writing, grammar and spelling. Comprehension remains the core of all reading instruction, so students see the value of skill instruction and can more readily integrate new knowledge into what they know and understand about reading. Our teachers provide direct instruction in grade level skills in the areas of phonemic awareness, phonics, vocabulary, fluency and comprehension. There is a gradual release of responsibility as the students are provided with an opportunity to practice these foundational skills in small groups and partnered supports, with the end goal of independent application of their learning.

Focused and extensive professional development has resulted in the implementation of common reading assessments. The Development Reading Assessment (DRA) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) have been added to the buildings assessment protocol to ensure an objective evaluation of students' reading skills and also establish their reading level. Additionally, our integrated preschool program utilizes the Get It! Got It! Go! literacy assessment to evaluate the students' emerging literacy skills. We use this information to guide our instruction in planning and implementing our guided reading groups. To accompany this differentiated instructional practice, our building has created a leveled library that is available to both our teachers and students. This resource provides teachers with a variety of high interest books at varying levels to meet individual needs of students. These "just right" books provide a meaningful reading experience during small group instruction and independent reading times.

Our differentiated approach to language arts instruction ensures that students are monitored closely at their instructional reading level. There are a number of opportunities for all students to have reading success. The addition of our Bookmarkers Club provides an enrichment reading opportunity that is available for all third and fourth grade students who are seeking to extend their learning. Subsequently, students in first and second grade have an opportunity to participate in our One Hundred Book Challenge. As we closely monitor student progress, students who are not reading at grade level are provided with services such as Title I tutoring if they qualify through Response to Intervention (RTI). However, if students don't meet the criteria for Title I tutoring, volunteer Oasis Tutors (Older Adult Intergenerational Volunteer Program) also provide additional reinforcement to those students who are reading slightly below grade level.

Ongoing professional development in the area of reading instruction has expanded the capacity of our classroom teachers to provide high quality instruction and plentiful reading opportunities. Annually, Lincoln Elementary participates in our public library summer reading program. Our building has a great deal of participation from students and families and consequently we have successfully earned a trophy and plaque for the most minutes read over the summer, for three years running. The components of our language arts curriculum support the overall focus of our building, maintaining high academic standards by providing engaging work at the appropriate skill level for each individual student.

## **3. Mathematics:**

The philosophy of our math curriculum is designed to be both rigorous and balanced. The curriculum emphasizes conceptual understanding while building a mastery of basic skills. It explores the full mathematics spectrum of critical thinking and problem solving, not just basic arithmetic and memorization. We use the Everyday Math Program as our primary source for delivering instruction. The program is created so that it is consistent with the ways children actually learn mathematics, building understanding over time, first through informal exposure and then through more formal and directed instruction. Throughout each grade level, the use of manipulatives during instruction is an integral part of student achievement. The teachers at Lincoln school know that students learn by doing and that number sense, facts, and problem solving skills are critical in mathematics.

Everyday Math has been very helpful in developing students' knowledge and understanding of math concepts. In order to meet the needs of all students, the third and fourth grade teachers supplement with the COACH mathematics book to help students with math skills required for the Ohio Achievement Assessment. Students use this math book while meeting in small groups to focus on certain math skills. Students gain confidence and practice while developing their understanding the building blocks of their math skills. Daily 5 Math Stations have been an important addition to our math instruction. Each station has a different focus and students use games, technology, manipulatives, and math worksheets to practice important skills that align with academic content standards. Each grade level has adapted the stations to best fit their needs but the core skills remain the same: the focus is on number sense, operations, strategies, and problem-solving. During the Daily 5 Math stations, teachers are able to pull small groups to work on remedial math skills such as fractions, making change, line plots, and mode.

In 4<sup>th</sup> grade, teachers have developed a 40 minute intervention time on Wednesdays and Fridays. On Wednesdays, teachers use this time to remediate students in math and help them with basic skills. Students who have advanced math skills are also grouped and challenged during this time. Students are broken down into groups that are designed to give them the best opportunity to learn. The frequency, intensity, and length of the tutoring is dependent upon the specific needs of the child. Adding such flexibility to this intervention has created an effective student-driven program.

#### **4. Additional Curriculum Area:**

Using the Ohio Academic Content Standards as our framework, we make science an integrated subject throughout the content areas. Labs, experiments, and technology are also used to make the learning more hands-on and meaningful for the students.

Our district has adopted several different programs so that we can effectively instruct students to master the grade-level goals. The science textbooks we use provide foundational skills for our students to read and learn about various topics such as animals, space, weather, and physical changes. We use the books to emphasize reading comprehension along with learning relevant vocabulary. Our reading program also ties science into the content areas because it includes many science-based units throughout the year so that the students can read a variety of informational texts and nonfiction selections.

The AIMS program provides the experiments and hands-on applications for the skills. From making "flubber" to science fair projects that follow the scientific method to observation of the seasons changing, displays of our scientific learning are evident in all grade levels both inside and outside of our school. These applications encourage scientific thinking and problem solving.

In addition to classroom learning opportunities, students receive additional instruction through a designated Science Lab sponsored by the Center for Science and Industry (COSI) in Columbus, Ohio. The principal selects the topic for the lab and then hands-on experiments reinforce and extend concepts presented. Throughout the day, students report down to the gym during their grade level's assigned time so that they can have time to explore all of the stations set up. Parent volunteers are experts that help reinforce the learning at each station and assist the students in the experiments.

Additionally, Lincoln holds an annual Science Fair where students are able to show off their scientific inquiry skills. Students pick a partner, select a scientific question, and work on their project for 6-8 weeks. The science fair allows students to present their project to judges and awards are given to the top three projects. This has been a great addition to Lincoln's scientific needs that align with the Ohio Academic Content Standards.

Lincoln students have also had the opportunity to utilize Lego Mindstorm Education Robotics kits. Students work to build their Lego robots. Once built, they are able to program the robots to complete simple tasks. This science technology piece has aided in the development of higher level science skills.

## **5. Instructional Methods:**

Instructional methods at Lincoln School are driven by research-based best practices and individual student data. We combine a variety of whole group instruction, small group work, along with individual conferences in order to best meet the needs of all students.

In the fall, kindergarten through second grade teachers administer several individual reading assessments in order to find the students' independent reading level along with areas of weaknesses that we use to guide our instruction. Based on research, we give the Developmental Reading Assessment (DRA) along with DIBELs (Dynamic Indicators of Basic Early Literacy). These tests are also administered several times throughout the year in order to track progress and make sure that the students are reaching their end-of-year goals. In third and fourth grades, the kids do online individual assessments that correlate with our reading series for their independent reading levels along with the DIBELs assessment. The third and fourth grade teachers have also created goal sheets for each student with action steps to ensure their success. This data is also a guide for our Response to Intervention (RTI) team to help identify students that are in need of intervention and support. Our Title I teacher provides extra reinforcement of these goals and works collaboratively with the RTI team and classroom teachers. In the spring, we follow-up with diagnostic assessments in reading and math in order to communicate data to the teachers the students will have the next year.

In our daily instruction, we have used several of the books we have read as a staff in order to provide research-based best practice. We have implemented building-wide the use of Daily 5 by Gail Boushey and Joan Moser in both reading and math to guide our small-group time and provide meaningful cooperative learning opportunities. Reading CAFÉ by Boushey and Moser and Comprehension Connections by Tanny McGregor are two books that are the framework for our reading comprehension instruction. This has given us a focus and continuity between grade-levels and a common vocabulary for students.

There has been a push in the last few years to incorporate technology to enhance our instruction. The use of Smart Boards, iPads, iPods, response pads, computers, laptop carts, and enhancement systems are used daily in order to differentiate instruction and provide learning opportunities for all students.

## **6. Professional Development:**

Professional Development is a cooperative, building-wide initiative at Lincoln Elementary School. The principal, teachers and staff members identify a target goal for the year and all professional development is based on this area.

We focus on RTI, reading comprehension, understanding children in poverty, and technology. We use district professional development hours to match our goals and objectives for the RTI model. Grade levels work cooperatively with Student Services in order to ensure we follow proper procedures and have a sound model in place to help all students. A staff book study was initiated by our principal to focus on the areas of reading comprehension and poverty. We have discussions and collaborative learning among staff members to share information. For technology, we have hands-on learning sessions taught by teachers who integrate technology into their classrooms. We are able to build Smart Board lessons and work cooperatively in order to develop a bank of activities that can be adapted to different grade levels and curriculum areas.

We have a fall professional development day to assist in implementing district-wide initiatives and new curriculum information. After meeting as a district, grade levels collaborate to implement and apply to our classrooms. Staff block planning, monthly staff meetings, and grade level collaboration meetings with the principal are used to follow up on professional development goals and initiatives.

## **7. School Leadership:**

Our principal is catalyst who promotes our building culture and environment. He provides leadership and resources that encourage staff members and grade-level teams to set personal goals for student achievement. He also fosters the development of the whole child with his Caring Kids program that emphasizes positive character traits. He knows every kid by name and is visible throughout the building in classrooms, cafeteria, hallways, and at recess. He has a monthly newsletter that he sends to families to keep them involved and aware of school events.

The building principal has implemented a Building Leadership Team (B.L.T.) to provide guidance and leadership in creating a safe and conducive learning environment. It consists of a team of three teachers that he meets with monthly to address school-wide concerns and support. They proposed a school-wide discipline program called the Grizzly 5 that was then adopted by the staff. It sets expectations for behavior that are consistent throughout the whole building and focuses on positive behavior.

Staff members are also in leadership positions in our collaborative work and district committees. Members participate on the district technology committee, language arts committee, RTI chair, and report card committee. Teachers send weekly newsletters and are visible at evening school events such as the Lincoln Carnival and Chili Cook-Off. Teachers have often taught professional development courses for the district to lead initiatives.

Our preschool program works collaboratively with community preschools to provide training and guidance on best practice. The teachers are part of a regional teacher-leader program where they act as mentors to develop interventions and language arts skills.

There are many opportunities at Lincoln Elementary School for the students to be leaders as well. Student Council and Fourth Grade Leader Jobs provide the students with a chance to be responsible citizens and help to develop their leadership skills.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Mathematics

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
<b>SCHOOL SCORES</b>					
% Proficient and Above	98	95	98	88	96
% Accelerated and Above	63	63	69	44	54
Number of students tested	54	55	44	50	52
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient and Above	100				100
% Accelerated and Above	15				20
Number of students tested	13	6	8	8	10
<b>2. African American Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1	5	1	3	1
<b>5. English Language Learner Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1	1			
<b>6. White, Non-Hispanic</b>					
% Proficient and Above	98	94	98	88	96
% Accelerated and Above	35	31	27	26	22
Number of students tested	49	54	44	50	51
<b>NOTES:</b>					

12OH9

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2011/1012 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient and Above	98	95	91	86	94
% Accelerated and Above	80	80	73	50	88
Number of students tested	54	55	44	51	51
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient and Above	100				80
% Accelerated and Above	33				30
Number of students tested	15	6	8	8	10
<b>2. African American Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1	5	1	3	1
<b>5. English Language Learner Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1	1			
<b>6. White, Non-Hispanic</b>					
% Proficient and Above	98	94	91	86	94
% Accelerated and Above	43	61	32	38	56
Number of students tested	49	54	44	50	50
<b>NOTES:</b>					

12OH9

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Mathematics

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
<b>SCHOOL SCORES</b>					
% Proficient and Above	93	88	88	87	94
% Accelerated and Above	68	57	54	50	68
Number of students tested	57	51	49	52	50
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient and Above		80	80	82	
% Accelerated and Above		20	10	9	
Number of students tested	6	10	10	11	9
<b>2. African American Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	6	3	4	1	8
<b>5. English Language Learner Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1				
<b>6. White, Non-Hispanic</b>					
% Proficient and Above	93	88	88	86	94
% Accelerated and Above	40	28	23	24	32
Number of students tested	55	50	48	51	50
<b>NOTES:</b>					

12OH9

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Reading

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
<b>SCHOOL SCORES</b>					
% Proficient and Above	100	90	94	92	100
% Accelerated and Above	63	51	56	60	62
Number of students tested	57	51	50	52	48
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient and Above	100	90	90	92	78
% Accelerated and Above	33	10	10	0	22
Number of students tested	6	10	10	12	9
<b>2. African American Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	6	3	4	1	8
<b>5. English Language Learner Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1				
<b>6. White, Non-Hispanic</b>					
% Proficient and Above	100	90	94	92	100
% Accelerated and Above	18	2	19	6	19
Number of students tested	55	50	48	51	48
<b>NOTES:</b>					

12OH9

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient and Above	95	91	92	87	95
% Accelerated and Above	65	60	61	47	60
Number of students tested	111	106	93	102	102
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient and Above	100	81	88	84	94
% Accelerated and Above	20	12	11	17	15
Number of students tested	19	16	18	19	19
<b>2. African American Students</b>					
% Proficient and Above		0	0	0	0
% Accelerated and Above		0	0	0	0
Number of students tested	1	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
% Proficient and Above	0	0	0	0	0
% Accelerated and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	7	8	5	4	9
<b>5. English Language Learner Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	2	1	0	0	0
<b>6.</b>					
% Proficient and Above	95	91	92	86	95
% Accelerated and Above	37	29	24	24	26
Number of students tested	104	104	92	101	101
<b>NOTES:</b>					

12OH9

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient and Above	99	92	92	89	96
% Accelerated and Above	71	66	63	55	75
Number of students tested	111	106	94	103	99
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient and Above	100	93	72	80	79
% Accelerated and Above	33	12	11	0	26
Number of students tested	21	16	18	20	19
<b>2. African American Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	1	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
% Proficient and Above	0	0	0	0	0
% Accelerated and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	7	8	5	4	9
<b>5. English Language Learner Students</b>					
% Proficient and Above					
% Accelerated and Above					
Number of students tested	2	1	0	0	0
<b>6.</b>					
% Proficient and Above	99	92	92	89	96
% Accelerated and Above	29	32	25	21	37
Number of students tested	104	104	92	101	98
<b>NOTES:</b>					

12OH9