

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NH8

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Ms. Gale Adams

Official School Name: Lin-Wood Public Elementary School

School Mailing Address: 72 Linwood Drive
Lincoln, NH 03251-0097

County: Grafton State School Code Number*: 20880

Telephone: (603) 745-2214 E-mail: gadams@lin-wood.org

Fax: (603) 745-3730 Web site/URL: http://www.lin-wood.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Judith McGann Superintendent e-mail: jmcgann@lin-wood.org

District Name: Lincoln-Woodstock Cooperative District Phone: (603) 745-2051

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Matt Manning

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 3 Total schools in district
2. District per-pupil expenditure: 18975

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: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	18	13	31
1	16	6	22
2	10	14	24
3	12	10	22
4	18	8	26
5	12	14	26
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			151

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
4 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
2 % 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 2011-2012 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	150
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 4%

Total number of ELL students in the school: 6

Number of non-English languages represented: 6

Specify non-English languages:

Spanish, Polish, Chinese, Hindi, Gujarti, Urdu

9. Percent of students eligible for free/reduced-priced meals: 40%
 Total number of students who qualify: 60

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: 15%
 Total number of students served: 22

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>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</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>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>0</u>
Total number	<u>22</u>	<u>4</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:

13:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	96%	95%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

What makes Lin-Wood Elementary qualified to be a Blue Ribbon School? This question can be answered in one summative statement “It takes a village to raise a child”. As cliché as this may sound; it truly does encompass Lin-Wood Elementary. Every effort is made on the part of the staff to not let any student slip through the cracks academically, socially, or economically. . We have a supportive community in and outside the school that takes seriously the responsibility of educating its children. This is reflected not only in the attitude of our students, but in the results of our standardized test scores.

Our mission statement encompasses our goals. The Lin-wood Public School and the communities of Lincoln and Woodstock will provide research-based, diverse learning opportunities and a relevant, integrated curriculum in a safe, supportive environment. We will empower our students to participate in economic, educational, and community service endeavors as functional, responsible citizens.

The towns of Lincoln and Woodstock are resort communities. The majority of our students have parents in the service industry who are earning minimum wage. We have a student population of 150 students Kindergarten through fifth grade, and 185 middle and high school students on our campus. We often have older students working with younger ones. We also have the expertise of high school educators to go to for extra support. In fact, many of our upper level teachers give of their time to help with specific students.

We are able to offer winter activities for our students for six weeks in the winter. No student is turned down to participate in an activity of their choice, whether it be tubing, snowboarding, or sledding. There is an emphasis on healthy living and maintaining an active lifestyle. We create opportunities for students to participate in the arts. Every spring our music teacher puts together an “Elementary Review”, which involves all students and Elementary staff performing a themed program for the community. Our fifth grade students take band and have extra chorus opportunities. We have a local community theater and students are able to try out and perform in local theatrical productions. We offer Destination Imagination, Invention Convention, computer scratch club, and Spanish.

The Rotary group is extremely active and supportive. Each Christmas families in need receive food baskets, presents, and gift cards, the result of the efforts by our Chief of Police, who collects names of needy families from various sources of needy families, then does most of the shopping himself. It is not unusual to find him in the aisles of Wal-Mart with an armload of Barbies, toy trucks, and stuffed animals. **No child is left behind.** We ensure that every child has a warm coat, boots, hat and mittens. If you asked any of our students if they feel loved at our school, the answer would undoubtedly be “YES!” You will also find Rotarians reading with a group of children or being a judge for the invention convention.

This doesn’t begin to touch on what we do to support our students **academically**. As a result of our size and nature of caring, every student’s academic progress is monitored closely through our **Response to Instruction** process. Each grade level team obtains information on the incoming class in the fall, then meet together and with the Reading Specialist, Special Educator, and building Administrator. Our schedule accommodates 90 minutes for Core Language Arts and 60 minutes of Math instruction at each grade level. In addition to these core instruction times, each grade level has a designated 30 minutes for intervention and enrichment. All students are grouped according to their needs. We have also implemented an extended enrichment opportunity for students who need to be challenged.

It is our policy to have the most educated staff working with the highest needs students. Thus our para educators by and large work with on level to above level groups during enrichment time, while our teachers and specialists work with the students who need extensive instruction and practice. These

students are also progress monitored closely and the grade level team meets every two weeks to determine if the student requires a different intervention.

Each student receives an individualized education at Lin-Wood Elementary. The benefits are reflected in our test scores. In 2011 we went from an whole school average of 83% proficient to 97% in Reading and from 73% proficient to 92% proficient in Math. This is a monumental accomplishment. We did this by being a village and looking at all of the needs of our students. It also involved a lot of self-reflection on the part of our staff and the adoption of new priorities. **Our efforts and our successes merit Blue Ribbon Recognition.**

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The goals of our school are to have every child achieve to their absolutely highest potential and demonstrate academic growth on the state standardized testing as well as the Northwest Evaluation Association testing. In order for a student to reach proficiency on the NECAP (New England Common Assessment Program) they must have a standard score of. The NECAP tests are administered to students in Maine, New Hampshire Rhode Island, and Vermont as part of each state's assessment program. NECAP exams are currently given every fall to third through fifth grade students and the results are used for school accountability and improvement.

Tests developed by NWEA measure student achievement and growth using a scale called RIT; it is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. The RIT score relates directly to the curriculum scale in each subject area and range from about 140 to 300. Students typically start at the 140 to 190 level in the third grade and progress to the 240 to 300 level by high school. RIT scores make it possible to follow a student's educational growth from year to year. We administer these tests every Fall and Spring with the option for teachers to administer it in the Winter. Second through fifth graders participate in these assessments.

B. Our results show a significant increase in student proficiency in both Reading and Math from 2010 - 2011 to 2011-2012—from 83% to 97% proficient in Reading and 73% - 92% proficient in Math. The previous years from 2007- 2011 from saw a steady increase, from 51% to 95% proficient in Math and from 67% to 97% in Reading. Prior to 2007 test scores were decreasing.

In 2007 our school became a SINI school. This was a **HUGE** wake-up call and we realized that we could not do what we had always done. We began to require teachers to have longer literacy blocks and began choosing a new Math curriculum. Once we began these changes we saw improvement. We began having more staff development centered on differentiated instruction and developed a Responsive Classroom approach. Committees developed and cross grade collaboration became the norm.

In 2009 Response to Instruction began as a small group of teachers and specialists talking about the most needy, or Tier 3 students, and strategizing interventions. It has now developed into a grade level approach with all students being reviewed and differentiated instruction occurring at all grade levels. It is not unusual for an IEP student working in a group with non IEP students on specific skills until proficiency is reached.

From 2009-2010, there is a visible gap in Special Education students' achievement. This was primarily due to lack of differentiated instruction and numerous severe behavioral interruptions from some key identified students. Behavioral interventions and plans were developed with consistency being the priority. Students were monitored closely for their behavior and we began to see drastic improvements. Parents were part of the process and team meetings were scheduled with all involved on a regular basis. We also trained our staff in Crisis Prevention Intervention in order to manage some of our more difficult students.

2. Using Assessment Results:

The **Response to Instruction** approach, introduced at Lin-Wood Elementary three years ago, specifically addresses this indicator. RtI is an organizational system designed to address the needs of individual students by using flexible, small group instruction targeted to those needs. For example, at the beginning of the 2012-13 school year, a daily schedule of 30 minutes of intervention/enrichment instruction was

developed for each grade level. By preventing potential scheduling conflicts, it allows maximum availability of instructional personnel to work with small student groups on specific learning goals.

Frequent grade-level meetings, including Title One and Special Education teachers, classroom teachers, and the elementary principal are held every 2-4 weeks. The purpose of these grade-level meetings is to examine and discuss student achievement data, including: standardized test scores, benchmark test results, progress monitoring data, student work in the classroom, and teacher observations. The elementary principal prepares reports showing the most recent assessment results, and these data form the basis for analysis by the grade level team. Student placement in small instructional groups during the intervention/enrichment time is based on this analysis. Instructional programs and practices are also examined in order to determine whether the individuals in a group are responding positively to a particular instructional approach. Student placements in a particular group are flexible, and change based on analysis of progress as demonstrated by assessment results. Instructional approaches may also be changed in response to analysis of student progress in the small group setting.

An example of a typical grade-level meeting schedule follows.

Grade Level Meeting Timeline

Grade 2, 2012-13

9/7/12 Initial Enrichment groups set up based on Spring assessments (DIBELS, NWEA) and Summer School attendance.

9/13/12 Meeting of elementary principal and second grade teachers resulted in moving a student to a different group, based on classroom and small-group performance,.

10/11/12 Grade level meeting: using fall assessment data from NWEA/ MAP testing, DIBELS, AIMSweb, and classroom performance to date, small group assignments were adjusted.

10/25/12 Grade level meeting to examine progress monitoring data. Math groupings adjusted accordingly.

11/14/12 No grade level meeting due to lack of new progress monitoring data (4).

12/13/13 Grade level meeting to discuss programs and progress of individual students. Progress monitoring data for reading (DIBELS) and math (AimsWeb), as well as classroom assessments and teacher observations, were discussed. Levels of student support, groupings, and programs were adjusted in order to better meet the need of students.

1/10/13 Results of recent standardized assessments (NWEA- MAP) in reading and mathematics, DIBELS Benchmark assessments, and Aims-Web progress monitoring were discussed. Changes to individual student enrichment programs and instructional groups were made based on these assessment results.

Lin-Wood's teachers stay in close contact with the parents of their students. Parents are each invited to an initial parent/teacher conference in the fall. That conference includes sharing the most recent assessment data from both standardized tests and other measures of performance. Parents are also informed about the RtI process and the frequent (every 2-4 weeks) progress monitoring done with students who show a need for additional and/or different instruction. We welcome parents to an "Open House" and other school-wide events throughout the year, where any changes to our program are explained and successes of the student body as a whole is celebrated. We actively participate in a regional Title 1 conference where parents and educators are presented with valuable educational information. We provide tuition and child care for parents to attend. Title 1 hosts parent evenings related to literacy. School-wide success on the state examination has been celebrated by a school trip to Whale's Tale Water Park for the past two years. That success has also been documented in the statewide newspaper, the **Manchester Union-Leader**. If individual student learning becomes a concern, parents are asked to come in to discuss the situation and possible options for improvement with classroom teachers and other grade-level team members. Report cards documenting each student's individual progress are sent home four times per year. Assessment results on the NH statewide assessment (yearly, grades 3-5) and the Measure of Academic Progress (2-3 times per year, grades 1-5) are mailed directly to students' homes, with explanatory material. Teachers and other school personnel are available to discuss these results, or any other concerns, with parents when requested.

3. Sharing Lessons Learned:

Lin-Wood Elementary was chosen to participate in a statewide **RtI** grant. We are one of six schools that have developed a strong **RtI** process with a great deal of success. Therefore, we have been participating in training from the New Hampshire State Department of Education and the Federal Department of Education for the last two years. Beginning next year, we will be a showcase school that other schools can come to learn about implementing the **RtI** module. At this point, we have already had one school send a team for observations and presentations on the **RtI** approach.

In addition, the building administrator is an adjunct professor at Plymouth State University. She has supervised and advised student teachers, as well as taught a course to her own faculty from the book **Teach Like Your Hair's on Fire**. She has also presented at regional Title 1 conferences and is an active member of the Title Project Managers in New Hampshire. The Principal is an active member of: New Hampshire Intercollegiate Athletics Board, New Hampshire Association of School Principals, North Country Principals Association, and has served on many New England Association of Schools and Colleges reaccreditation committees. Our Superintendent is active with Superintendents from our region and is also a member of the State Superintendents Association. She has been involved in many state committees and has provided Professional Development in Special Education.

Several faculty members are involved in the local and state level organizations. For example, our Reading Specialist has taken part in many programs offered through the state for Reading Specialists and has presented on topics related to independent book selection for children. Our teachers have participated in statewide and national professional development where they have shared their expertise. Our Kindergarten teacher became a trainer for our Math program and has been to schools in Massachusetts to help provide training for the Harcourt Math Series **Think Math**. Our Science teacher serves on the state board of Science Educators and has provided professional development to our staff as well as other educators in the New England area. One of our fifth grade teachers provided a writing in-service to professionals in the region.

Education is an ever evolving process. We are fortunate to have active learners as educators who want to extend their knowledge base and offer their expertise and strategies to other professionals.

4. Engaging Families and Communities:

The Lin-Wood Elementary School is the heart of the two close-knit communities of Lincoln and Woodstock. Families, schools, and businesses are all pieces of an intricate puzzle when it comes to educating our students. We pride ourselves on having a welcoming climate and family atmosphere. We think of our parents, community members, and businesses as our extended family. As with any family, we all have roles and responsibilities to keep the family dynamic strong. We are all committed to working together to provide a safe, supportive environment in which our students can reach their highest potential.

Community projects provide a great example of what can be accomplished when everyone rallies around a common cause. A new elementary playground was recently built to replace the original one, approximately twenty years old. This was the culmination of several years of raising money and planning. Fundraising activities included a talent show by the elementary students, a 5K run sponsored by the Booster Club, a cut-a-thon provided by a local hair salon, and sponsorship bricks bought by businesses and individuals. The installation of the playground was done with the help of many volunteers. More than eighty community members worked throughout the day to complete this task. The children will be able to enjoy this structure for many years and are excited to have such a fantastic play area.

We believe communication and an open-door policy is essential in forming the partnerships necessary to support our students. Newsletters are sent home by the office and individual classroom teachers. We have an "all-call" phone system we use to invite parents to different events and all events are listed on our

school website. Flyers and letters are sent home with students and mailed to those families who do not have Internet access

The following is a list of programs/activities which reach out to and/or are supported by many members of our extended family:

- Welcome Back to School BBQ & information night. People are able to re-connect after the summer and new families introduced to our school community.
- American Education Week is celebrated by hosting an Open House and Book Fair. Parents and grandparents are invited to join their student(s) for lunch at the end of the week.
- Local Veterans and their families are invited to attend our annual Veterans' Day Assembly. The children typically recite poems, sing patriotic songs, and make patriotic placemats for the local Veterans' Breakfast.
- The Six -Week Winter Activities Program provides all K-5 students the opportunity to go to Loon Mountain to ski, snowboard, tube, or ice skate. Cross-country skiing, sledding and/or snowshoeing activities are also held on campus. This program is supported by a number of people who re-arrange their schedules to chaperone and discounted rates offered by Loon.
- The Music Department hosts an Ice Cream Social and Elementary Revue each year.
- We have many volunteers who offer assistance in the Library and in classrooms with individual reading and basic math facts practice.
- Our gym is open to our town recreation department for practices and games and our playhouse for rehearsals.

Student success and school improvement can be measured in many different ways. We have tried to capture some of the highlights that extend beyond curricula in order to validate what we feel makes our school such a unique place. Our efforts to include parents and community members as an extension of our classrooms support our belief that we are an excellent choice to be a Blue Ribbon School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Lin-Wood Elementary School's core curriculum is designed to enable students to achieve 21st century skills in all academic areas through successful learning experiences in order to become college and career ready learners. The core curriculum is collaboratively developed with teams of educators and is updated on a rotating basis.

In addition to the core curriculum, the school district has developed five Learning Expectations involving rubrics correlated with the New Hampshire's Department of Education's dispositions as part of the effective teaching process. Those dispositions are: Caring and Responsible (recognize their personal responsibilities to contribute to their local and global communities), Collaboration (demonstrate effective interpersonal skills in achieving common goals), Effective Communicators (use a variety of media to convey ideas for diverse purposes), Critical Thinkers (use higher order cognitive skills with a variety of techniques and resources to process information), Self-Directed Learners (develop strategies to progress toward goals while pursuing standards of excellence).

Currently, Professional Learning Communities review the curriculum regularly and integrate technology correlated with content area state standards, local curriculum, and Common Core State Standards. The curriculum is revised and updated to ensure that the following principles are adhered to: all students practice and master 21st century learning skills, a common curriculum format includes units of study with essential questions, concepts, content, skills, and instructional strategies, depth of understanding and application of knowledge through inquiry and problem solving are emphasized. We provide authentic learning opportunities using school and real world experiences. Technology is integrated across the curriculum. All teachers use Curriculum Mapper to make connections between standards, instructional strategies, and content.

Reading/English Language Arts program has recently been updated with the purchase of a new Reading series that involves best practices, Common Core standards, the use of technology, and an integrated language arts component to enable a more seamless integration of reading and writing skills with higher level cognitive skills to meet the learning expectations of the district. The Math program is based on best practices and also involves integrates technology with Common Core standards to enhance basic skills, vocabulary development and application of real world learning. Instruction includes collection of baseline data, progress monitoring data, curriculum-based assessment data, and formative assessment data, giving educators immediate feedback to determine when 'Response to Instruction' is necessary. This data process is ongoing for each subject area and rotates on throughout the classroom as needed. Enrichment instruction/activities involving higher level thinking skills are available to students who have mastered grade level skills. These lessons are focused in the areas of Science and Social Studies.

Every student from first grade through fifth grade has a health instruction class in addition to physical education. We have Spanish enrichment for second through fifth grades. Art and music is part of every student's education on a weekly basis. The fourth and fifth grade students are given a choice of extra band or chorus.

Basic reading and writing skills are integrated into all content areas. Applying strategies learned in reading and writing enables young learners to transfer the skills to other subject areas, creating real world experience and allowing learning to become more meaningful. With the learning expectations and the district's indicators regarding curriculum in place, students can increasingly access other learning opportunities.

2. Reading/English:

Lin-Wood Public School, grade K – 5, adopted Houghton Mifflin Harcourt series Journeys (c. 2012), as of this 2012 – 2013 school year. [A Scott Foresman series was used for the last several years (c.2004)].

A committee of at least seven teachers from a variety of grade levels and our assistant principal spent several months researching preferred characteristics and viewing presentations from our top few choices during the 2011-2012 school year. Top characteristics included programs that offered clear differentiation of instruction to meet our tiered learning model (RtI), strong presentation of student-presented vocabulary both in story context and common teacher language, inviting and challenging student-provided literature featuring a variety of genres, opportunities to think deeply and critically about texts, a technology component consisting of all resources, and alignment to Common Core learning standards.

Notable features of Journeys include: increased quantity of high quality vocabulary, stop-and-think boxes that help readers clarify or monitor for purpose, whole group instruction, open-ended questions and graphic organizers related to target skill/strategy. There are many materials and strategies enabling the teacher to differentiate instruction. Leveled readers accompany each story and follow the same theme, skills, and vocabulary. In the primary grades there is a strong phonemic awareness component with appealing literature to match. Kindergartners love the Alpha Friends, introduced by song each week.

We really like this series because it contains components that match our Response to Instruction module with materials that are perfect for Tier 2 , Tier 3, and above level learners. It is one of the most comprehensive reading programs we found. It was strong in all areas that we reviewed and followed the natural progression from learning to read to reading to learn. The spelling, grammar and writing components connect strongly to the Common Core and the six effective traits of writing. Progress monitoring in Journeys is comprehensive and truly gives the teacher a diagnostic tool for teaching the necessary skills. The reading series we used previously was strong, but required additional supplementary materials and tools from the instructors. There was not a strong writing component and vocabulary was weak. We are really happy with this series and the faculty have been using it with great fidelity.

While we work on the mechanics of reading by strengthening decoding skills and using phonemic awareness, we also realize that a huge part of reading is the literature. There is nothing quite like falling in love with a great book. You will find teachers modeling reading, students reading, and volunteers reading with children. Everyone reads!

Lin-wood is fortunate to have small class sizes with fewer than 15 in each class and two sections of each grade level. Instruction includes whole group, small homogenous group, and individual support as needed. Each class has two hours of Language Arts dedicated time, a half hour of which is **RtI** enrichment time with a team of grade level teachers, the reading specialist, and a special educator. These teams meet twice a month. Lin-Wood has incorporated the RtI model for four years. Progress monitoring of intervention strategies is done via DIBELS every two weeks. All students are screened with DIBELS in Fall, Spring, and Winter and MAP (Measure of Academic Progress) in Fall and Spring with an option of Winter MAP testing as well. There is a Lin-Wood Elementary RtI Protocol for Screening and Progress Monitoring. These assessment resources and the NECAP assessments offer current and historical data which help guide the team to meet and accommodate each reader's current needs.

In closing, the general love of reading is fostered in additional ways at Lin-Wood including: Book Buddies, self-selected reading opportunities, Spring Saturday Reading Enrichment program, Read Across America activities, cross-curricular exposure and last, but not least, teacher and student modeling.

3. Mathematics:

Our school adopted a new math series, Think Math, in the fall of 2009. It is researched-based and aligned with the Common Core State Standards and connects problem-solving, skill building, and conceptual development. We felt that it was important to immerse our students in higher-order thinking, which included a substantial amount of algebra, geometry, and data analysis. There are three parts to a lesson, and they all provide opportunities for differentiated instruction. Each day, lessons begin with a problem-solving activity. These are open-ended problems that encourage students to use deductive reasoning to make up their own math stories and word problems, which in turn, develop their language skills. The intent is that with continued practice, students will be able to apply what they've learned to every day real life situations.

The problem-solving is followed with skills practice and review (SPR), which is closely connected with what the students are learning at the time. SPR is fast-paced and fun and helps students to master skills. Each special's teacher has access to grade level appropriate SPRs that can be/are used during wait times to further reinforce those skills.

For ELL students who need additional help, the series includes leveled activities that offer other ways to present the same information. There are enrichment and intervention activities, which we also use with both individual students and small groups.

Each student is part of an **RtI** group that meets two days per week, either to work on skills that have not been mastered yet or to receive enrichment. Each grade level is afforded the opportunity to practice skills that are aligned with the Common Core through programs such as Study Island and IXL Math. Students also work with parent volunteers in study groups to enhance their foundational math skills. Some of our teachers attended a workshop on "Mastering Math Facts," which is used in many classes because it is a structured program for sequential practice of math facts.

Students are progress monitored twice a month using AIMS Web. Students are also assessed using chapter tests, benchmark tests, and MAP tests. Faculty members meet twice a month to discuss student progress, groupings, and overall achievement. Changes are made within the groups as needed. During the 2007/2008 school year our school was identified as a "School in Need of Improvement" (SINI) With this new math series and our implementation of RtI groups, we were able to move out of SINI status. We have continued with this model because since we continue to see success.

4. Additional Curriculum Area:

The Lin-Wood Elementary School's **Science Curriculum** is aligned with the NH Frameworks for Science Literacy, and incorporates Science Process Skills, Earth Space Science, Life Science, and Physical Science at each grade level. Science Process Skills include Information and Computer Technology which are designed to meet the needs of all learners and address the 21st learning expectations. It is not unusual to find students of all ages engaged in Science experiments, from collecting precipitation and measuring wind patterns, to observing Anoles in the 3rd grade and keeping a journal of their developments. We are about **experiencing** Science and making connections to what we read.

A combination of Delta Science Modules (grades K-5) and textbooks (grades 4-5) have been incorporated into the teaching of the Science Stems and Expectations. Textbooks are valuable for background content knowledge and modules are designed to provide concrete, manipulative activities necessary for the basic understanding of concept and to develop the science process skills of collaborative inquiry and data analysis.

In fall 2012, the Science curriculum was revisited to examine if and what adjustments might need to be made as we approach the Next Generation Science Standards, due to be released April, 2013. It is the goal

of the Lin-Wood District to provide additional staff development during the summer of 2013 to further the pedagogy of Next Generation Science Standards by aligning and providing content knowledge, training in investigative techniques, and structuring collaborative inquiry to maximize students' abilities to work as productive team members.

The New Hampshire Frameworks for Science Literacy do meet the Academic, Social and Civic Competencies set forth in our current Mission Statement. The Lin-Wood Learning Expectations address the need for collaborative inquiry to develop the ability to analyze and evaluate information using critical thinking skills. A variety of techniques promotes the analysis and synthesis and evaluation of information. Technology provides opportunities for synthesizing content and inquiry.

5. Instructional Methods:

Lin-Wood Elementary School differentiates instruction for all students. Teachers at each grade level analyze data from all of their students to decide how instruction will be provided to best suit the students. Students are separated into groups by ability level for literacy and in some grades for math as well. These flexible groups change based on student needs and growth. This allows teachers to teach students at the level at which they are working and to modify and supplement instruction for students working below and above grade level.

Core literacy instruction is modified and supplemented daily. Students are placed in flexible groups in which teachers teach literacy and reading skills. Each group learns the same skills but at their own pace or level of depth. For example, when teaching third grade students about writing organization, there will be a range of student outcomes. Students working at grade level write a four-paragraph response that includes three well-thought out ideas, one for each paragraph and an introduction. A student with a modified assignment may be asked to place his/her thoughts into 2-3 well-organized paragraphs and receive extra planning and support in doing this. However, a student who needs to be challenged may be expected to provide at least four ideas in a five-paragraph response that includes quotations from the text to support his/her ideas. All third grade students are learning to organize their written responses but at varying degrees of difficulty.

Additionally, every grade level has an "enrichment/intervention" period each day, during which students in need of an intervention in reading or math are placed in groups with students who have similar needs. Students not in need of an intervention who are working at or above grade level, work in an enrichment group on challenging topics related the subject area.

Technology is used in a multitude of ways. Every classroom has an LCD projector and document camera. Both are invaluable in our teaching and allow classes to learn from information projected on the board. Many classrooms have Mobi devices in which teachers as well as students can use the handheld device from anywhere in the room to write answers on the board. Additionally, students with fluency concerns use iPod nanos with Read Naturally, in which they read along with the speaker to increase their fluency.

6. Professional Development:

The Lincoln-Woodstock Cooperative School District takes a strong approach to professional development. We value professional development as fundamental to the success of the district. It increases educators' knowledge, enhances professional skills, and deepens educators' understanding and appreciation for the varied needs of students, thus enhancing educators' capacity to facilitate the learning success of all students.

Our district is extremely strong in providing Profession Development when we see a need in a particular area. For example, four years ago our school was in need of reenergizing and coming together. An opportunity to participate in "Courage to Teach" brought incredible benefits to our staff and leadership. It was as if we had a shot of "What it means to be an educator" energy boost! The staff united and

collaboration became the norm. During this time we also implemented RtI, and focused Professional Development on incorporating RtI. In 2011-2012 we realized a need to operationalize and document curriculum alignment to the Common core. Curriculum Mapper enables our staff to have a written common format with essential questions, concepts, content skills, instructional strategies, and assessment practices.

School improvement goals, per the district Professional Development Master Plan, are listed below, with reports of student achievement as NECAP scores.

School improvement goal: 92% of all students (2-10) will read and do math “At or above” grade level. Student achievement per NECAP results:

Percent of students scoring Proficient or above

Grade Content Area	2009-2010	2010-2011	2011-2012
3 Reading	89	95	95
3 Mathematics	78	100	95
4 Reading	86	76	96
4 Mathematics	71	60	96
5 Reading	93	79	100
5 Mathematics	85	62	87

The school improvement goal is as follows: 63% of all students (2-10) will reach growth goals in Reading and Mathematics as measured by the MAP assessment program. Student achievement per NWEA (MAP) for Fall 2012 results indicate that students met the norm RIT in all areas except one, grade one Mathematics.

Grade Content Area	District Mean	RIT Norm	RIT
1 Mathematics	162.2	162.5	
1 Reading	NA	NA	
2 Mathematics	188.1	178.7	
2 Reading	184.4	175.9	
3 Mathematics	200.4	192.3	
3 Reading	194.5	190.2	
4 Mathematics	202.9	203.5	
4 Reading	205.9	199.6	
5 Mathematics	216.3	212.7	
5 Reading	211.5	207.1	

In conclusion, the district’s professional developmental activities have been focused on supporting student achievement by encouraging professional growth and by aligning the curriculum to state standards.

7. School Leadership:

According to **Bowring Carr and Burnham West**, *‘Leaders need to have a clear answer to the question ‘What do we believe in?’ and be equally clear about... ‘How do you translate your beliefs into actions?’* This is a strength of our leadership team. We all believe that every child can achieve and it is the responsibility of everyone to ensure children live up to their potential. We believe this and we model it in our active participation in the educational process. You will find the principal, elementary director, teachers, director of pupil services, school board, and superintendent engaged in providing the necessary support to achieve this goal.

Lin-Wood is unique in having the components of three schools in one. We have a K-12 Principal, K-12 Assistant Principal/Elementary Director, K-12 Director of Pupil services, and Superintendent. It is the primary responsibility of the Assistant Principal/ Elementary Director to administrate the Elementary School. However, there is the benefit of having other administrators close at hand for support and advice. Among all of the administrators, we have a variety of experience levels and individuals who have lived in this community for an extensive period of time to those who have recently moved to the area. New ideas are always welcomed.

The Elementary Director sees herself as an instructional leader, coach, confidant, cheerleader, and disciplinarian. She participates in all grade level meetings and knows the level at which each student in the school is functioning, what interventions they receive, struggles they have socially, family issues, and interests.

Teachers have an active voice. Their opinions are sought out and they are involved in decision making. Team Leaders represent K-12 faculty and Middle School and High School teachers collaborate with Elementary faculty on a regular basis. Most recently, we have been undergoing a reaccreditation process. This has involved even greater collaboration.

The Principal attends our assemblies and even donned a “Zero the Hero” costume for our Hundred Day Celebration. A continuity follows each student from Kindergarten through 12th grade. The Principal has a friendly relationship with students, parents, and faculty. He is also involved in professional development and is an integral part of planning. The work of a village to raise a child is most apparent through the leadership of Lin-Wood School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NECAP

Edition/Publication Year: 2011

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	88	93	75	59	67
Proficient with Distinction	32	21	0	21	13
Number of students tested	25	28	28	29	24
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	90	Masked	Masked
Proficient with Distinction	Masked	Masked	0	Masked	Masked
Number of students tested	6	9	10	6	7
2. African American Students					
Proficient					Masked
Proficient with Distinction					Masked
Number of students tested					1
3. Hispanic or Latino Students					
Proficient	Masked		Masked	Masked	
Proficient with Distinction	Masked		Masked	Masked	
Number of students tested	1		1	1	
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	5	3	2
5. English Language Learner Students					
Proficient		Masked	Masked		
Proficient with Distinction		Masked	Masked		
Number of students tested		2	2		
6. white/non hispanic					
Proficient	88	92	72	57	65
Proficient with Distinction	33	19	0	18	13
Number of students tested	24	26	25	28	23
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NECAP

Edition/Publication Year: 2011

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	92	82	86	86	83
Proficient with distinction	40	25	18	17	21
Number of students tested	25	28	28	29	24
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	80	Masked	Masked
Proficient with distinction	Masked	Masked	40	Masked	Masked
Number of students tested	6	9	10	6	7
2. African American Students					
Proficient					Masked
Proficient with distinction					Masked
Number of students tested					1
3. Hispanic or Latino Students					
Proficient	Masked		Masked	Masked	
Proficient with distinction	Masked		Masked	Masked	
Number of students tested	1		1	1	
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Proficient with distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	5	3	2
5. English Language Learner Students					
Proficient		Masked	Masked		
Proficient with distinction		Masked	Masked		
Number of students tested		2	2		
6. white/non hispanic					
Proficient	92	81	84	86	83
Proficient with distinction	42	23	12	14	17
Number of students tested	24	26	25	28	23
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NH8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NECAP

Edition/Publication Year: 2011

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	89	62	69	72	37
Proficient with Distinction	43	8	24	24	6
Number of students tested	28	26	29	25	33
Percent of total students tested	100	100	97	96	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	3	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	60	Masked	Masked	45
Proficient with Distinction	46	10	Masked	Masked	0
Number of students tested	11	10	7	8	11
2. African American Students					
Proficient				Masked	
Proficient with Distinction				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient		Masked	Masked	Masked	Masked
Proficient with Distinction		Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	2	2	6
5. English Language Learner Students					
Proficient	Masked	Masked			
Proficient with Distinction	Masked	Masked			
Number of students tested	2	2			
6. white/non hispanic					
Proficient	89	61	70	74	39
Proficient with Distinction	42	9	25	26	7
Number of students tested	26	23	28	23	32
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NECAP

Edition/Publication Year: 2011

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	96	77	86	84	49
Proficient with Distinction	21	23	24	28	3
Number of students tested	28	26	29	25	33
Percent of total students tested	100	100	97	96	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	3	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	91	90	Masked	Masked	60
Proficient with Distinction	18	30	Masked	Masked	0
Number of students tested	11	10	7	8	11
2. African American Students					
Proficient				Masked	
Proficient with Distinction				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient		Masked	Masked	Masked	Masked
Proficient with Distinction		Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	2	2	6
5. English Language Learner Students					
Proficient	Masked	Masked			
Proficient with Distinction	Masked	Masked			
Number of students tested	2	2			
6. white/non hispanic					
Proficient	96	74	86	87	53
Proficient with Distinction	19	17	25	30	3
Number of students tested	26	23	28	23	32
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NH8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NECAP

Edition/Publication Year: 2011

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	82	69	82	55	48
Proficient with Distinction	15	24	26	6	0
Number of students tested	27	29	27	33	29
Percent of total students tested	100	97	96	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	3	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	77	Masked	Masked	39	Masked
Proficient with Distinction	8	Masked	Masked	0	Masked
Number of students tested	13	8	8	13	5
2. African American Students					
Proficient			Masked		
Proficient with Distinction			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	1	1
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	2	2	5	2
5. English Language Learner Students					
Proficient	Masked		Masked		
Proficient with Distinction	Masked		Masked		
Number of students tested	2		1		
6. white/non hispanic					
Proficient	79	71	80	56	50
Proficient with Distinction	17	25	28	6	0
Number of students tested	24	28	25	32	28
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NECAP

Edition/Publication Year: 2011

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	93	86	93	67	69
Proficient with Distinction	26	24	26	0	3
Number of students tested	27	29	27	33	29
Percent of total students tested	100	97	96	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	3	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	92	Masked	Masked	46	Masked
Proficient with Distinction	23	Masked	Masked	0	Masked
Number of students tested	13	8	8	13	5
2. African American Students					
Proficient			Masked		
Proficient with Distinction			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	1	1
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	1	2	5	2
5. English Language Learner Students					
Proficient	Masked		Masked		
Proficient with Distinction	Masked		Masked		
Number of students tested	2		1		
6. white/non hispanic					
Proficient	92	86	92	69	68
Proficient with Distinction	25	25	28		4
Number of students tested	24	28	25	32	28
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NH8