

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13PA6

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

Name of Principal: Dr. Marybeth Irvin

Official School Name: Lincoln Elementary School

School Mailing Address: 2 Ralston Place
Pittsburgh, PA 15216-1524

County: Allegheny State School Code Number*: 103026402

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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*: Dr. Timothy Steinhauer Superintendent e-mail: tsteinhauer@mtlsd.net

District Name: Mount Lebanon District Phone: (412) 344-2000

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: Mrs. Elaine Cappucci

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 7 Elementary schools (includes K-8)
2 Middle/Junior high schools
1 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 15202

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: 1
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	28	22	50
1	44	38	82
2	38	43	81
3	38	36	74
4	22	42	64
5	33	40	73
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:			424

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
6 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
87 % White
3 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%
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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2011	424
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 3%
Total number of ELL students in the school: 13
Number of non-English languages represented: 6
Specify non-English languages:

Russian, Japanese, Arabic, Chinese (Mandarin), Chinese (Cantonese), and Turkish

9. Percent of students eligible for free/reduced-priced meals: 9%
 Total number of students who qualify: 37

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: 9%
 Total number of students served: 40

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>12</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>1</u>
Total number	<u>38</u>	<u>14</u>

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

21:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	97%	96%	96%	96%
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? 2003

PART III - SUMMARY

Built in 1925, Lincoln Elementary School is part of Mt. Lebanon School District, a district guided by a mission to provide the best education possible for each and every student and steeped in the traditions of academic excellence. Lincoln is the largest of seven elementary schools spread across the six-square mile municipality, a community of 35,000 residents, tucked in the hills south of Pittsburgh, Pennsylvania. Set on the edge of town, at a crossing of major thoroughfares branching out toward the city, Lincoln draws from neighborhoods with tree-lined sidewalks and tightly-squeezed old brick or stone homes and numerous apartment buildings and duplexes affording cultural and economic diversity for the school community.

Rooted in an eighty-eight year history of educating children, Lincoln has often seen generations of families fulfill their elementary years within its K-5 classrooms, as parents are often drawn back to the school that provided their own deeply-valued educational foundations. Newcomers are brought into a circle of caring, academic rigor, and a shared fundamental understanding of the importance of educating the entire child. As members of the Lincoln community, we have a daily reminder of our mission, literally carved in stone on the façade of our building through Abraham Lincoln’s own words, “I do not think much of a man who is not wiser today than he was yesterday.” These words, a legacy of valuing education, past successes and future opportunities, provide a shared vision for the entire school community—faculty, staff, parents, and students---all stakeholders in the process.

The faculty and staff community approach each day as an opportunity to fulfill Lincoln’s challenge and put in the hours and dedication that it takes. From early morning until late at night, teachers prepare for lessons and craft meaningful, motivational ways to inspire their students to inquire as well as to acquire knowledge. Teachers reflect on their own practices and encourage students to do the same, so as to create authentic vesting in their own learning processes. Community is fostered through common planning time, which allows collaboration and teamwork among teachers. Faculty and staff care for each other, support each other, and are committed to their callings. Dramatic evidence of this is a retired kindergarten teacher who has come back to work with children and help the kindergarten teachers each week for the nine years of her retirement. The custodial staff cares for the building and the grounds, thus providing a well-cared-for environment for everyone’s safety, comfort, and benefit---a challenging task in such a busy building.

Lincoln students form a community of learners who fully participate in their education. They, too, frequently arrive at school early, come in over their lunch hour, or stay after dismissal to receive extra instruction, participate in learning clubs or volunteer in the school. Library helpers work to keep the shelves stocked. Fifth grade students partner with kindergarten students to work on writing. Opportunities for service learning abound, many initiated by students. Whether raising money for a food bank, making and selling ornaments for Wounded Warriors Project, or creating and selling bracelets for llama purchases through Heifer International, our students find ways to care for others in their community and beyond.

The parent community creates a circle that surrounds our entire school and its purpose, both literally and figuratively. Parents, through the PTA in organized initiatives and individually through countless acts of kindness, support teachers, students, and each other. Besides raising funds for needed supplies, field trips and other educational activities, they sponsor child and family-centered events like a Mardi Gras Carnival, a Family Fitness Night, an All Wheels Rodeo, and a Lincoln family picnic. Extracurricular activities are included in their mission, such as chess club and Odyssey of the Mind. During the winter months, parents hold lunch clubs such as Junior Great Books, wellness activities, world languages, photography, Lego building, and drama.

Each day ends at Lincoln School with families greeting the children as they exit the building. Family members, with dogs on leashes wagging tails and young siblings in tow, await the excited exchanges of

news of the school day. The backdrop for this throng is another worthy quote engraved upon the school façade, this one by James Freeman Clarke. “It makes a difference to all eternity whether we do right or wrong today.” It does. Even with current economic constraints and so many societal challenges, our whole-child philosophy ensures that the essential elements of a nurturing and balanced environment are available to allow our children to do their best and to offer their best to the world beyond.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure our students' attainment of PA academic standards while also determining how well our programs enable them to reach mastery. All elementary students in grades 3 through 5 are assessed in reading and math. Individual student scores are used by teachers to identify students who may be in need of additional educational opportunities, while overall school scores provide information for curriculum and instruction planning.

Students are assigned a performance level based upon their test results:

Advanced- The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.

Proficient-The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

Basic- The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. This work is approaching satisfactory performance, but has not been reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

Below Basic- The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

The expectation at Lincoln School is for every student to do their personal best on these assessments. In almost every case, this means a score of Advanced or Proficient.

B. The performance data trends at Lincoln School can be described as excellent and steadily improving. A closer look at our Reading and Mathematics data provides more information on what this improvement looks like.

In Reading, all three assessed grades showed increasing scores from 2008-2012. In grade 3, the percent of Proficient and Advanced students increased from 93.5% to 100%. Similar gains are found in grade 4 (83.6% to 95.9%) and grade 5 (89% to 96.7%.) Two other data trends make this even more significant. First, we are reducing the number of students scoring in the Basic and Below Basic categories. However, we are not increasing the number of Proficient students. Instead we are steadily increasing the number of Advanced students. This trend demonstrates that a greater number of students are achieving higher levels of mastery, as evidenced by their assessment results.

In Mathematics the overall data is similar, but stronger. All three grade levels saw an increase of students scoring in the combined Proficient/Advanced category. Grade 3 students improved from 91.0% to 98.4%. Grade 4 (86.9% to 98.6%) and grade 5 (96.3% to 100%) also show continued improvement. Additionally, as noted above, our percentage of Advanced students at all grade levels is exceptional, ranging from

82.3% to 85.5%. Similar reductions in the number of students performing at Basic and Below Basic are found in Mathematics as were noted in Reading.

Our data disaggregated by ethnicity show the same pattern of improvement to excellence as our overall results. Lincoln School has student subgroups representing African American, Hispanic and Asian ethnicities.

However, while overall improvement is still evident in the data, we have noted greater variability in other subgroups across years. This is noted especially among students who receive special education services, are of limited English proficiency, or are economically disadvantaged. Because these subgroups are relatively small, slight changes in student performance can have a significant effect statistically. We continue to carefully monitor students who belong to historically underperforming subgroups to ensure they have access to the same educational resources as any other student at our school.

Lincoln School has an excellent system in place to identify students who are not predicted to reach grade level standards, and to provide them with additional educational opportunities. This system includes frequent progress monitoring, small group instruction, and intervention by specialized staff using research based materials. We continue to evaluate and refine these programs to better meet student needs. Parent involvement and communication are also major factors in helping to support student growth.

Strong student achievement can be attributed to three factors: the use of research based instructional materials, data driven student planning, and teacher expertise in addressing standards of learning. We use innovative and researched based materials and teaching strategies. Guided reading, leveled readers, and flexible small groups are hallmarks of the reading program at Lincoln School. Our core resources help teachers meet the needs of all students. Our mathematics program has helped students and teachers focus on deep understanding of concepts versus rote memorization. Because the data provided by the PSSA assessments is summative, the teachers at Lincoln make use of a number of additional formative tools to help differentiate instruction and meet student needs. These standardized measures are given three times per year as universal assessments that provide immediate student data for guiding instruction. Lincoln teachers are well versed in the state standards, knowing how the standards are assessed, and what instructional strategies and materials will best help students master these standards. Teachers continually share resources and materials, and research new ones to support student learning.

2. Using Assessment Results:

Each summer the teachers of grades 3, 4 and 5 at Lincoln School contact the office for news on the release of the state assessment results. They are anxious to see how their students performed and are ready to begin planning for greater success in the upcoming year. Once teachers receive their class lists, they begin to review records and meet with colleagues to learn about their new students' strengths and learning needs.

One of the opening in-service days is structured to allow teachers to meet in teams to discuss students with the principal, counselor, and support staff. This includes the special education teachers and aides, reading specialist, and intervention specialist. Kindergarten and first grade meet, then first grade meets with second, and so on, until all staff have had a chance to learn more about their incoming students. Important data reviewed on that day, besides the state assessment information, includes the results of the end of year formative tests. DIBELS, AIMSWeb and MAP results provide important information on student strengths and needs, including current achievement levels and how to best group students for instruction.

DIBELS (measures for assessing early literacy acquisition) assessments are given as a universal screening three times per year in grades K through 3. They are also used for progress monitoring of students in grades K through 5 who are not performing at grade level in reading. These assessments provide powerful information about students' reading skills, including which skills have been mastered and which have not.

This data helps teachers create small, flexible instructional groups to support students' skill development.

The AIMSweb (a curriculum based progress monitoring tool) is utilized with students whose mathematics data indicate they are performing below grade level standards. This instrument provides more detailed information about math strengths and needs, and is used by the intervention specialist and teachers to provide additional support and resources both in the regular classroom and in a small learning environment.

The MAP (an adaptive assessment program) is given three times per year, with the exception of Kindergarteners, who take it twice. It provides highly relevant, real time data on student achievement. MAP also tracks student growth from assessment to assessment, and maintains cumulative records across a student's elementary school years. Teachers rely on the student scores by standard area, Lexile scores for reading and other reports that help to group students based upon strengths and instructional needs. The data is highly useful for both remediation and enrichment. MAP data is also shared with parents at the fall and spring conferences. Yearly MAP reports are also sent home with report cards at the end of the school year.

Once teachers have reviewed the beginning of year formative assessment data and have had an opportunity to become familiar with their students, they develop Individual Learning Plans. These plans are created for any student who is not performing to expectations and may not meet grade level standards. These action plans are shared with the principal and support staff, and discussed routinely at monthly grade level data meetings. They serve as the basis for differentiated instruction and student support services during intervention time.

Every month the principal, counselor, and support staff meet with each grade level team to discuss concerns regarding students. During these meetings teachers revise and refine Individual Learning Plans, and/or create new ones for students who have met their goals. One great feature of these meetings is that it allows teachers an opportunity to support each other by providing suggestions, ideas and resources. These meetings help to keep the principal, counselor, and support staff apprised of students' progress, and because they take place during the school day, everyone is available to attend and participate.

Most of the students who have Individual Learning Plans have also participated in our Response to Instruction and Intervention process. The purpose of this process is to inform and involve the student's family in attaining the student's learning goals. A team meeting, led by the intervention specialist, is scheduled to include everyone who works with the student. At the meeting, student achievement data is shared, specific, measurable goals are developed, and responsibilities are clearly outlined. After a 30 day implementation period, the RtII team meets again to follow up, revise the goals or strategies, and plan for next steps based upon the data gathered. Parent involvement and communication is crucial to the success of Lincoln's RtII process.

3. Sharing Lessons Learned:

For decades, Lincoln School has welcomed schools from the surrounding Pittsburgh area to share its success. This has included the opportunity for teachers to observe instruction, to share curricula and to utilize and familiarize themselves with materials necessary for student success. Through this type of hands-on exposure, teachers are able to return to their schools with the ideas and energy necessary to support the implementation of new curriculum and integration of new teaching strategies.

In 2005, our district joined Atlas, a web-based curriculum integration tool created by Rubicon. Being a part of Atlas has allowed our school to share its curriculum and lesson plans on a global level. Teachers, parents, and administrators all over the world can collaborate and share best practices to align materials and integrate national and state standards.

Lincoln School welcomes student teachers from local universities and colleges such as Duquesne

University, The University of Pittsburgh, and La Roche College, among others. Lincoln School teachers are known to be life-long learners. Teachers take the opportunity to enroll in course work and workshops at local universities and colleges. A number of Lincoln School teachers have also participated in the Keystone Technology Conference, Western Pennsylvania Writers Project, Heinz History Center, Pennsylvania Speech and Hearing Association, and The Heartwood Institute Board, to name a few.

In recent years, technology has become a useful tool for promoting collaboration. Teachers regularly share ideas with colleagues, administrators and parents using websites, GoogleDocs, and blogs. Lincoln teachers are often facilitators for technology workshops in our own district, as well as at others.

Lincoln teachers regularly meet with their grade-level colleagues to discuss curriculum, share challenges and successes, and learn new ideas. After-school professional development activities provide teachers with the training based upon need on a monthly basis. Some Lincoln teachers have been selected to serve as a school building “coach” for a specific content area. This team of coaches is a very important resource for professional development for the faculty and staff of the building.

4. Engaging Families and Communities:

“One of Lincoln’s strengths is in the accessibility of the administration and staff members and their willingness to invite parent participation in the education process.” This statement was made by a parent on a survey given at a “Parents as Partners Workshop”. Designed for grades K and 1, these workshops were created by parent request to provide practical ideas and games that reinforce reading, math and homework skills. Initially the program was designed for parents, but feedback from our survey indicated that the goals of the program would be better served if students were included. Now the workshops include time for families to try the creative approaches together under the guidance of school staff. Take-home materials and dinner are provided by the PTA to make it easy for families to attend.

Recently parents expressed an interest in learning more about our new mathematics instructional materials and teaching strategies. “Math Nights” were made available for parents in grades 2 – 5 to gain a better understanding of the program. After an overview that included program highlights and research, grade level sessions led by teachers covered specific content, strategies and learning activities. Again, students were invited to demonstrate their learning and to work together with their families.

Continuing our efforts to involve parents in their students’ learning, many teachers have created blogs or wikis. Through these, parents can view weekly or monthly newsletters, which include information about specific classroom happenings. Pictures and videos are often posted as a way for parents to get an insider’s look into the classroom. Many teachers use their blogs or wikis as a place to showcase student learning through projects with technology. Some of these include Voicethreads, Photo Stories, PowerPoints and a variety of projects created on iPads. Technology has opened the lines of communication between parents and teachers, and provided opportunities for parents to discuss current learning activities with their children.

In addition to Curriculum Night and Open House, our calendar has designated day and evening times in both the fall and spring for parent-teacher conferences. Every effort is made to accommodate family schedules to ensure high levels of participation. Fall conferences are a time to discuss goals for the year and early progress. The spring conferences highlight the cumulative accomplishments of the past year, and look ahead to continued successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lincoln School's core curriculum is based upon the Pennsylvania State Standards and was developed using the Understanding By Design model. This model begins with outcomes, and then is designed "backward" with the creation of learning activities that will support the outcomes and lead to understanding. Teachers have an important role in the ongoing development and refinement of our curriculum. We continually review student data to ensure our instructional methods and teaching materials help students master their learning goals. Our recent efforts in curriculum are focused on incorporating the Common Core Standards to our existing framework. Our written curriculum is housed in an online warehouse, called Atlas, to allow access by faculty as well as parents.

Reading, Mathematics and Foreign Language in the Elementary School (FLES) curricula will be addressed separately. The remainder of this section will focus on our additional core and encore subject areas.

Our children learn to write through the Writer's Workshop curriculum, which is based upon the idea that every student is an author. Lincoln students compose pieces in a variety of genres. The majority of class time is spent writing and refining, with mini-lessons taught to the whole class or small groups as appropriate. Writer's Workshop encourages students to think of themselves as writers and develop a love of writing.

The goal of our Social Studies curriculum is for students to develop into knowledgeable and responsible participatory citizens by applying critical thinking skills. Lincoln students begin by learning about themselves, their families, and their community. This expands in later grades to the study of Pennsylvania, the United States and the world. Integrated throughout are current events, cultural understanding and geography.

In Science class, students explore content in the physical, life, and geo-science standards while learning that science is the method of observation and investigation. During Science class, Lincoln students engage in hands-on activities to explore their surroundings, ask questions, collect and analyze data, think critically and apply their learning to new situations.

The fine arts are an important component of Lincoln School's curriculum. Each fine arts subject area is taught by a certified professional with dedicated learning space. Emphasis is placed upon performance and production, historical and cultural context, and critical and aesthetic responses. In Vocal Music class, our children are singing, dancing, listening, playing instruments, and discussing music. In Visual Arts, students create in a wide variety of media. They learn the techniques of the masters through the incorporation of art history. Nearly 70% of our students in grades 3-5 choose to participate in the Instrumental Music program and often collaborate with professional musicians. Our school's orchestra, band, and chorus perform throughout the year for our school community.

Health, wellness, and safety are an important part of Lincoln School's curriculum as well. Our Health and Physical Education programs help students to reach their maximum potential and to live a healthy lifestyle by making good choices. The OLWEUS bully prevention and Heartwood character education classes create a sense of community and a safe and caring atmosphere for learning.

In addition to our core and encore courses, each classroom has scheduled an hour of intervention time per day. This time is divided between reading and math, and provides an opportunity for students to receive enrichment, remediation or extra practice. We call these intervention periods LEBO Time, for Learning for Everyone to Build Opportunities.

A final word about technology: Rather than have this as a stand-alone subject, technology is integrated into our teaching practice where it is developmentally appropriate and best supports student learning. Each grade level has identified “assured experiences” that may be included in any subject, where best appropriate as determined by student need.

2. Reading/English:

Lincoln School’s approach to reading instruction includes the five essential elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. These are taught through direct, explicit, and systematic instruction using research based practices. Our strategies are varied in order to meet the needs of all learners. This includes enrichment or support for students based upon need. Recently, our program to support students in reading was recognized, when we were named a Pennsylvania Title I Distinguished School on January 27, 2013.

Our balanced literacy program provides a specific and important function in helping children learn the processes and complexities of reading and understanding fiction and nonfiction texts. The National Reading Panel’s five essentials are demonstrated in the classrooms through whole group instruction, guided reading, and independent work stations. We are using a researched based core resource that includes differentiated leveled materials to meet a variety of student needs. This approach promotes a balanced-literacy classroom.

Students are regularly assessed to determine individual reading levels so teachers can provide each child with appropriate literature during reading instruction. Reading materials are designed to support all types and levels of readers. We use specially designed stories for guided reading and authentic literature for differentiated instruction. Lincoln Elementary has a well-stocked leveled library (funded in part by our PTA). This leveled library is utilized to further enhance classroom instruction and individual needs, as well as providing cross-curricular reading opportunities with both fiction and nonfiction text. Our ultimate goal is for children to comprehend what they read. In order to measure this goal, students demonstrate their comprehension through literature circles, shared inquiry, and online comprehension assessments. Our librarian is an additional resource who provides students with high interest materials at their appropriate reading level.

To further differentiate and provide support for our students, teachers utilize our daily thirty-minute intervention/enrichment block called LEBO Time. During this time, teachers can work one-on-one with a student or in small groups to reinforce skills. Some students are pulled out of the classroom at this time to receive more intense support from our reading specialists. LEBO Time is also an opportunity for above-level students to experience more challenging material.

Parents are important partners in our reading program. Students are encouraged to practice reading skills with their families on a daily basis. Decodable books, leveled materials and library resources are sent home regularly to forge a strong home-school reading connection.

3. Mathematics:

Lincoln School provides a cohesive, balanced, standards-aligned Mathematics program from kindergarten through fifth grade. Our mathematics educators seek to develop the five strands of mathematical proficiency in their students that are based upon the National Research Council’s report Adding It Up. In addition, students are engaged in an approach to learning mathematics content in five standard areas (Numbers and Operations, Measurement, Geometry, Algebraic Concepts, and Data Analysis & Probability) which balances inquiry and discovery through investigative experiences. This allows students to use critical thinking and reasoning while mastering skills and procedures. Throughout the program, students are given opportunities to develop conceptual understandings by investigating, hypothesizing, and discovering mathematical phenomena while seeking connections to real world content. They

formulate and practice strategies to compute in meaningful ways. In addition, the students interact and share mathematical understandings with each other every day. Using this approach, they learn that anyone can become good at math with practice, effort, and hard work. A hallmark of the program is that students learn to understand the “why” of what they do in their mathematics classroom.

To further differentiate and provide support for our students, each classroom utilizes our daily LEBO Time. During this time, teachers can work one-on-one with students or in small groups to reinforce skills. Teachers use data from MAP, PSSA, and informal assessments to determine the level of support or enrichment needed to improve their math skills. Some students are pulled out of the classroom at this time to receive more intense support from our Instructional Support Teacher. LEBO Time is also an opportunity for above-level students to experience more challenging material.

Finally, all Lincoln students are enrolled in the First in Math online program, which provides additional practice in math content using an engaging format. Students work independently to master basic and advanced math skills. They can utilize the program during LEBO Time and at home.

Parents are an important part of the Lincoln mathematics program and are kept informed through unit letters and curriculum night, in addition to this year’s Family Math Night. They support our students by practicing math facts and encouraging the use of First in Math at home.

4. Additional Curriculum Area:

The FLES program (Foreign Language in the Elementary Schools) began in Mt. Lebanon in the fall of 2003. Since then, Lincoln students in grades 1 through 5 have had Spanish class for thirty minutes twice a week. The FLES program focuses on communication within the cultural context of the language studied. It values proficiency in all five language skills: listening, speaking, reading, writing, and cultural competency. Students are encouraged to continue language study and incorporate language skills into present and future academic, community, and professional endeavors. In alignment with national standards, our FLES program strives to lead students to proficiency in the five areas of the standards: communication, culture, connections, comparisons, and communities. Additionally, FLES provides an awareness of current global issues and a respect for other cultures and beliefs.

FLES utilizes a natural language acquisition experience which encourages listening and understanding before developing skills in speaking, writing, and reading. Early grades focus on simple vocabulary for everyday objects, while older students begin writing personal narratives and using verbs. As students move through the grade levels, the instruction becomes increasingly more in the target language. In addition to learning to communicate in Spanish and becoming acquainted with the cultures of the Spanish-speaking world, connections are made to grade level curricular areas through Spanish lessons. Hands-on activities including making bracelets to sell for Heifer International and participating in a three day mercado (market) experience.

During the first semester of fifth grade, our FLES program incorporates on an additional component called FLEX (Foreign Language Exploration.) This program allows students to experience a nine week instructional unit in both French and German. These courses are taught by a certified secondary teacher from our middle or high school. At the end of the FLEX class, students will have been introduced to the three languages that are offered in our middle schools, allowing them to make a more informed choice for language study in grades six through eight. During FLEX, students still receive a weekly Spanish class, and resume the regular FLES schedule during the second semester.

5. Instructional Methods:

At Lincoln School, meeting the needs of all students is critical to providing quality instruction. Systems are in place to identify students who may require additional learning opportunities to meet success. Formative assessments, such as MAP, AIMSWeb, and DIBELS are administered throughout the year to

identify students who need small group instruction with specialists in reading and mathematics. This data also helps to inform teachers which interventions should occur in the regular education classroom through the use of differentiated instruction.

Differentiated instruction is used throughout Lincoln at every grade level and in all core subjects. A guided reading approach is emphasized in our Reading classes. After introducing skills to the whole class, students are grouped heterogeneously for center activities and homogeneously for small group guided reading. Leveled libraries allow students to practice skills using books at their instructional level. In Math, differentiated instruction can be seen in conceptual activities where some students might need manipulatives to understand a concept, while others will use paper and pencil to represent the concept. Students are given the opportunity to use a document camera to share their work and explain the thinking process they used to get their answers with their peers.

Technology is an important tool for diversifying instruction at Lincoln School. Monthly workshops are available to train teachers on the latest technologies and how they can be used to enhance instruction. Technology coaches are available to troubleshoot and answer questions as needed. Lincoln school has sixty iPads, six student computers in every classroom, a laptop cart, a wireless network, SMART Boards, and document cameras in use continuously throughout the day. With this structure in place, Lincoln teachers can choose the best way to use technology to address the needs of all learners. Students are engaged and motivated using applications and software that allow them to review, practice, or be challenged in many skills. These programs provide feedback of student progress so future lessons can be designed to optimize student learning. Technology allows for more opportunities for students to collaborate, communicate, and create based on their modalities of learning.

Gifted students are given opportunities to reach their greatest potential. Library Research and Academic Events help students to interact with peers of similar intellect, challenging each other to expand thinking, reasoning, and research. Most gifted objectives are addressed in the regular classroom. Differentiated activities include extension, tiered and supplemental assignments. Students are motivated and engaged in learning every day.

6. Professional Development:

Annually, Lincoln School teachers and administrators spend approximately 53 hours in professional development activities. These activities are based on the most current research on teaching strategies, learning styles, educational materials, and topics that help improve student achievement. The majority of these activities are led by Lincoln's own curricular coaches and facilitators. With the learning styles of today's students being driven by rapid advances in technology, now more than ever, Lincoln's teachers are driven to keep abreast of the best ways to enable our students to perform at the highest achievement levels.

With regard to core content areas, Lincoln's professional development activities have focused on the latest advances in reading, writing, and math, thanks to the expertise of our own coaches in each area. Our two technology coaches have ensured that technology has played a great roll in these activities, while making certain that teachers are well trained to use the latest applications for our iPads, laptops, and PCs. Each of these professional development activities has been aligned with the Pennsylvania State Standards, along with the recently added Pennsylvania Common Core Standards.

In addition to professional development in the core content areas, activities regarding intervention, de-escalation strategies, K-5 scaffolding, data analysis, and educating students with special needs have all been recently presented. These activities assure a well-rounded approach to supporting our students achievements.

Our school district provides tenured teachers with the opportunity to design their own professional development as part of our teacher evaluation program, and Lincoln School faculty have taken full

advantage of this opportunity. Following a collaboration between teachers and principal, projects are created and implemented with the goal of improving student achievement. These project titles include:

- Parents as Partners Workshops for K and 1st
- Math Differentiation for the Gifted Learner
- Implementation of a K-12 Bully Prevention Program (Olweus)
- Fluency and Its Relationship to Comprehension
- Student Motivation in Instrumental Music
- The Writing Through Storytelling Project K and 5th Collaboration
- Video Portfolios for Speech and Language
- Electronic Writing Portfolios
- Literature Circle Tutorial
- Blogging for Writers' Workshop~ Sharing Published Work
- Blogging in the Science Classroom~ Uncovering Misconceptions
- Creating a Community of Learners

The Lincoln teachers and administrators continue their strong commitment to professional development. This commitment is evident in the high achievement of our student population.

7. School Leadership:

H. Gordon Selfridge once stated, "The boss drives people; the leader coaches them. The boss depends on authority; the leader on good will. The boss inspires fear; the leader inspires enthusiasm. The boss says, 'I'; the leader says, 'we'. The boss fixes the blame for the breakdown; the leader fixes the breakdown. The boss says, 'go'; the leader says, 'let's go!'"

Historically Lincoln School has been led by leaders, not bosses. They have created a child centered atmosphere that fosters mutual ownership between teachers, staff, parents and administrators.

Lincoln School is driven by a distinct leadership philosophy which serves as the underlying structure for the school and the staff. It is based on a combination of policies, programs, relationships, and resources that ultimately focus on supporting students so that they can achieve success.

A crucial component of our success stems from the leadership shown by the principal who leads by example, works diligently to facilitate the needs of the staff and students, and creates a collegial culture of stewardship and collaboration. In conjunction with faculty leadership, the principal implements district policy at the building level, assimilating it to maximize student achievement and teacher efficiency.

Lincoln School's collegial culture is immediately evident to observers. Colleagues routinely discuss, question, and share thoughts related to students, school policies/procedures, and staff concerns. The school climate is a safe environment to question routines and practices with a focus on improvement based upon what is best for students.

The principal routinely visits classrooms, monitors and engages students on the playground, and interacts with parents at dismissal. This practice fosters a creative, empathetic, collaborative community where all feel professionally and personally validated.

In this environment, the staff works together in grade level teams and across grade levels to review standardized and benchmark test data to chart patterns for student growth. Strategic academic plans are then devised to help students bridge gaps and develop skills on a continuum throughout their time at Lincoln School. Additionally, tardiness, absences, and nurse visits are closely monitored and appropriate actions are taken when necessary to ensure elevated student performance rates.

The teachers, administration, staff and parents work together in a unified partnership to ensure that all

students are nurtured and cared for along their educational journey. All actions reflect the critical mission of providing the best education possible for each and every student.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PSSA

Edition/Publication Year: 2007-112

Publisher: DRC/PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
At/Above Advance	98	96	98	97	92
Advanced	82	89	71	70	68
Number of students tested	62	75	58	69	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At/Above Advance	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	7	2	7	9
2. African American Students					
At/Above Advance	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		1	2	1
3. Hispanic or Latino Students					
At/Above Advance		Masked		Masked	Masked
Advanced		Masked		Masked	Masked
Number of students tested		2		4	1
4. Special Education Students					
At/Above Advance	Masked	Masked	90	90	64
Advanced	Masked	Masked	60	55	9
Number of students tested	8	8	10	20	11
5. English Language Learner Students					
At/Above Advance		Masked			Masked
Advanced		Masked			Masked
Number of students tested		3			2
6. Title I					
At/Above Advance	Masked	92		Masked	Masked
Advanced	Masked	58		Masked	Masked
Number of students tested	8	12		7	4
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. PA reports school assessment data by combining the results of students who take the regular PSSA, the PSSA-Modified and the PASA (adapted assessment.) This is why our table reports that 100% of students are assessed. The percentage of students alternatively assesses reports the percentage of the total who took one of the alternative options Columns with no data indicate that there were no students in that subgroup for that year.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2007-2012

Publisher: DRC/PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
At/Above Proficient	99	100	93	93	86
Advanced	84	85	79	75	69
Number of students tested	75	66	67	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	1
Percent of students alternatively assessed	1	2	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At/Above Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	6	7	6
2. African American Students					
At/Above Proficient		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	3	1	2
3. Hispanic or Latino Students					
At/Above Proficient	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	2		2	1	2
4. Special Education Students					
At/Above Proficient	100	100	83	67	50
Advanced	73	70	61	50	50
Number of students tested	11	13	18	12	10
5. English Language Learner Students					
At/Above Proficient	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	3			4
6. Title I					
At/Above Proficient	92	Masked		Masked	Masked
Advanced	50	Masked		Masked	Masked
Number of students tested	12	6		5	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
PA reports school assessment data by combining the results of students who take the regular PSSA, the PSSA-Modified and the PASA (adapted assessment.) This is why our table reports that 100% of students are assessed. The percentage of students alternatively assesses reports the percentage of the total who took one of the alternative options. Columns with no data indicate that there were no students in that subgroup for that year.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: PSSA

Edition/Publication Year: 2007-2012 Publisher: DRC/PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
At/Above Proficient	96	90	91	95	82
Advanced	73	63	73	58	60
Number of students tested	75	66	67	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	1
Percent of students alternatively assessed	1	2	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At/Above Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	6	7	6
2. African American Students					
At/Above Proficient		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	3	1	2
3. Hispanic or Latino Students					
At/Above Proficient	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	2		2	1	2
4. Special Education Students					
At/Above Proficient	91	70	78	75	40
Advanced	54	46	61	41	20
Number of students tested	11	13	18	12	10
5. English Language Learner Students					
At/Above Proficient	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	3			4
6. Title I					
At/Above Proficient	75	Masked		Masked	Masked
Advanced	33	Masked		Masked	Masked
Number of students tested	12	6		5	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
PA reports school assessment data by combining the results of students who take the regular PSSA, the PSSA-Modified and the PASA (adapted assessment.) This is why our table reports that 100% of students are assessed. The percentage of students alternatively assesses reports the percentage of the total who took one of the alternative options. Columns with no data indicate that there were no students in that subgroup for that year.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2007-2012

Publisher: DRC/PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
At/Above Proficient	100	96	88	90	96
Advanced	84	84	82	83	81
Number of students tested	63	68	65	59	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	2	0	0
Percent of students alternatively assessed	2	4	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At/Above Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	8	7	3	3
2. African American Students					
At/Above Proficient	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	1	1	2	
3. Hispanic or Latino Students					
At/Above Proficient		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		4	2	2	3
4. Special Education Students					
At/Above Proficient	100	88	58	73	100
Advanced	67	69	50	60	58
Number of students tested	12	16	12	15	12
5. English Language Learner Students					
At/Above Proficient		Masked			Masked
Advanced		Masked			Masked
Number of students tested		1			2
6. Title I					
At/Above Proficient	Masked	91	Masked	Masked	
Advanced	Masked	46	Masked	Masked	
Number of students tested	6	11	1	6	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
PA reports school assessment data by combining the results of students who take the regular PSSA, the PSSA-Modified and the PASA (adapted assessment.) This is why our table reports that 100% of students are assessed. The percentage of students alternatively assesses reports the percentage of the total who took one of the alternative options. Columns with no data indicate that there were no students in that subgroup for that year.					

