

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Kelly Ann Diee

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lyncrest Elementary School

(As it should appear in the official records)

School Mailing Address 9-04 Morlot Avenue

(If address is P.O. Box, also include street address.)

City Fair Lawn                      State NJ                      Zip Code+4 (9 digits total) 07410-1653

County Bergen County

Telephone (201) 794-5555                      Fax (201) 796-0536

Web site/URL  
http://fairlawn.schoolwires.net/Lyncrest                      E-mail kdiee@fairlawnschools.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Bruce Watson                      E-mail bwatson@fairlawnschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fair Lawn                      Tel. (201) 794-5500

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Eugene Banta  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
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

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 9 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	18	12	30
<b>1</b>	16	18	34
<b>2</b>	24	21	45
<b>3</b>	25	25	50
<b>4</b>	23	10	33
<b>5</b>	25	16	41
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	131	102	233

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 15 % Asian
  - 2 % Black or African American
  - 22 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 58 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 5%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2014	228
(5) Total transferred students in row (3) divided by total students in row (4)	0.048
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 4 %  
10 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Chinese, Russian, Spanish, Urdu

7. Students eligible for free/reduced-priced meals: 13 %  
Total number students who qualify: 29

8. Students receiving special education services: 12 %  
29 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>10</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>11</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>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

To provide a positive and nurturing learning environment, one which develops strong character and ensures social, emotional and intellectual growth for each and every student

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SUMMARY

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Lyncrest School is a K-5 elementary school which prides itself on providing opportunities for students to learn within the atmosphere of a professional learning community. We have enjoyed the honor of being named a Reward School with the High Performing distinction designation by the New Jersey Department of Education for the years; 2012-2013, 2013-2014, and 2014-2015. To attain this distinction our school has met the criteria of; a minimum proficiency rate of above 90 percent for all students, and a proficiency rate in the 10 percent of performance for each eligible subgroup relative to their performance across the state. This year, the state recognized Lyncrest School as a Title I Exemplary School.

As one walks the corridors of Lyncrest School, you can hear the excited voices of our students as they participate with enthusiastic exuberance in a variety of curricular activities. On every grade level, teachers interact with their peers to assure that their plans closely follow the curricular standards for each subject area. Common planning assures continuity across grade level as well as meeting the needs of individual students in the most creative and effective manner. Lyncrest School along with the Fair Lawn School District places a high premium on collaboration.

Our staff creates lessons that reflect the school's philosophy that each child can succeed. Teachers, parents and the community share the responsibilities for effective education. An understanding of developmental readiness, learning styles and the importance of student engagement are some of the essential elements that contribute to our academic success. Fostering a safe, nurturing school environment is a top school priority.

Lyncrest has one kindergarten teacher, and two teachers on each level, grades one through five. Our specialists include teachers for English as a Second Language, Music, Technology, Art, Physical Education, Chinese, Special Education and Gifted Education. The small, intimate size of our school promotes a warm, family-like environment that is conducive to risk-taking and success for all.

At Lyncrest School, our PTO is an active organization that meets bi-monthly, and partners with our school in many ways. Fundraising endeavors support our cultural arts programs, our technology initiatives, our fifth grade graduation activities and field trips, our school store, our holiday boutique, our book fairs, and many other extras. Parents are part of our goal setting for the school, and assist as we teach many life lessons along with the traditional Fair Lawn approved curriculum. We enjoy the benefits of a community center, where we conduct our fifth grade Moving Up Ceremony. The Mayor of Fair Lawn has become an integral part of our Student Council, where students learn first hand about the importance of honest, hardworking community leaders.

The eight acre parcel of land adjacent to our school has become an area for science instruction, as well as an inspiring environment for writing in a natural setting. This environmental center, dubbed "Lyncrest Landing" by our students, affords the opportunity of experiencing nature first hand. Students are able to bring the hands on experience of the environmental center into the science lab. This further enhance their understanding of nature and the impact we have on our world.

The Lyncrest staff supports the many district initiatives that enable students to be successful. We continue to work as a learning community which emphasizes differentiated instruction, literacy for all students, ambitious math initiatives, the use of technology, authentic student assessment, and a focus on the Common Core Standards. An important goal of the School Safety Committee is to continually update the school safety plan throughout each school year to reflect the changing risk factors faced by schools throughout the country.

Our motto at Lyncrest School is "Lyncrest School, where every student is a star!" Our school motto is not only proudly displayed on our school shirts, but in our hearts as well. Each week our "Star" students are rewarded for their good character by receiving a Golden Spirit Award. Their random acts of kindness are recognized and celebrated by the entire school population which gives all students the opportunity to shine.

Lyncrest School is a special and unique place. It is a learning community that continues to thrive. Our

faculty and staff take pride in working together to ensure that each child we educate will flourish and meet their potential! It is through the teamwork of our supportive community, our parents, staff and students that Lyncrest School achieves and grows..

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

The Lyncrest School prides itself on its high curricular standards. Through collaborative effort teachers are able to maximize the effectiveness of their lesson delivery. All of the lessons are closely aligned with the Common Core Standards. This allows for daily and monthly time to share and develop a living and changing curriculum and enables Lyncrest School to adjust lessons that more efficiently align to the ever changing CCCS. The programs in use have gone through a host of selections and modifications to ensure that they were the best methods to reach and inspire our student population.

Lyncrest School is closely affiliated with the Columbia Teachers' College Readers and Writers Workshop. All teachers use the workshop model to structure their teaching of literature and as a basis for their writing instruction. New skills and strategies, aligned with the common core standards, are the focus of each mini lesson. Skills build upon one another as the whole unit of study evolves. Students work independently, or with partners, to apply the skills across the content area. Students engage in reading independent self selected just right books from comprehensive, exciting classroom libraries. Students are brought together at the end of each teaching session to share their thoughts, and reflect on their learning. By integrating the skills and strategies students are able to expand what was learned into other content areas of the curriculum. Students become far more comfortable and adept at utilizing new vocabulary and more advanced grammar as they work through the various curricular content areas thereby enabling them to communicate more effectively as individuals and as contributing members of society. Our accelerated learners benefit from our REACH program which enriches our literacy incentive by using research based explorations and analogy competitions. For our students who are challenged, our intervention reading program provides additional instruction. There is no demarcation line between our literacy studies and our math, social studies and science. All of our learning adventures are pieces of the students' journeys and explorations.

For fourteen years, Lyncrest School has successfully implemented the Everyday Math Program on all grade levels. We are currently using the newly updated Everyday Math 4 program that directly aligns with the CCCS and Partnership for Assessment of Readiness for College and Careers expectations. Learning takes place through direct instruction, problem solving, exploration, modeling, remediation and the integration of technology. New concepts are introduced via whole group, or small group instruction. Students are then tasked with the application of the new concept in a multitude of learning formats such as; gaming, math boxes, homework assignments and other group activities. Many of our teachers are currently implementing the workshop model for math instruction. Our accelerated learners benefit from our REACH program which enriches our mathematics program by using research based explorations that incorporates math concepts. For our students who are challenged, our intervention math program provides additional instruction. One of the unique qualities of our math program is that students are expected to mathematically solve problems and then deconstruct their thinking to explain the process in writing. Students are consistently engaged in talking about math and sharing strategies. This integration of literacy skills is another example of the cross curricular aspects of our program.

Lyncrest School's dedication to science is not limited to our outdoor classroom or our newly updated science lab. The heart of our science program focuses on inquiry based science investigations that incorporate literacy based explorations. Our K-5 program is spiraled to integrate many aspects of life, physical, earth, and environmental science. The majority of our grade level field trips are rooted in our science program. These trips help to enhance and enrich our students' knowledge and hands on experience of curriculum application.

We at Lyncrest School strongly believe in ensuring that our students are prepared to function as responsible citizens and contributing members of the community. Our Social Studies program is promoted through literacy initiatives and skill based curricula. Students are expected to develop skills necessary to become critical thinkers, and proficient in oration, writing and the use of technology. Through research based learning, students are able to understand the world around them and integrate this knowledge into project based learning.

## 2. Other Curriculum Areas:

Our non-core subjects are an integral part of our school's climate and culture. Music, art and Chinese language studies elevate our school with the richness and diversity that students inculcate as they learn and grow. Our comprehensive physical education and health programs bring another layer of enrichment and excitement to our student body. Our technology program not only reaches across content areas, but it enables the entire school community to more effectively communicate with one another and access to the tools needed for research.

Lyncrest School has been selected to be the Chinese school for the Fair Lawn School District. Our World Language Chinese program focuses on engaging student-centered learning through authentic, culturally relevant content. Fundamental goals of our program include fostering an appreciation and understanding to the Chinese people, culture, and language. Students in grades 3-5 receive instruction in the Chinese language for two periods of thirty minutes each week. Although grades K-2 do not receive direct instruction, they are exposed to the language and culture through multiple school based activities. Every week we have a new Chinese word of the week. Music and dance instruction is provided for all grades through a collaboration between our music and Chinese teachers. Exploration and creation of Chinese art are provided through the collaborative effort of the art and Chinese teachers. This is another example of the high regard for collaboration espoused by Lyncrest School.

The technology curriculum is aligned with the NJ technology standards and is integrated with the Social Studies and Science curricula in each grade level. Students in grade 2 spend 30 minutes twice a week in the computer lab to learn the skill of touch typing on a keyboard through a variety of applications and activities. Students in grades 3-5 spend 45 minutes once a week in the technology lab. Proper keyboarding techniques are reinforced, and students are introduced to a variety of computer applications using Microsoft Office software (Word, Excel, PowerPoint).

The comprehensive Health and Physical Education program is an integral part of the education of all Lyncrest students. Through the health education curriculum students access valid information in health content areas. Physical education teaches students how their bodies move and how to perform a variety of physical activities. Students in grades K-5 receive instruction in physical education for two periods of thirty minutes each week. Students in grades K-5 also receive 60 minutes of health instruction each week. Students learn the health related benefits of regular physical activity and the skills to adopt a physically active healthy lifestyle. Students participate in team, individual and dual sport activities. Through movement, exploration, rhythmic activities students become confident, independent and better self-controlled. Academic performance is enhanced by their ability to cooperate with others, assume leadership and become responsible for their own behaviors.

Musical concepts such as beat, rhythm, melody, tempo and movement are introduced in the Lyncrest School music program. Students in grades K-5 receive musical instruction once a week for thirty-five minutes. Students have an opportunity to showcase their talent at our holiday concert held in December. Our elective music programs includes instruction in strings or band instruments once a week for thirty minutes. The band and string students showcase their talents in an end of the year concert for the entire Lyncrest community. Students begin to develop musical skills through vocal, instrumental, movement and listening experiences.

The halls of Lyncrest School are adorned with the spectacular work created in our art classes. The Lyncrest art program is designed to foster an appreciation of the creative process, and to promote students' experimentation with various media for aesthetic and utilitarian purposes. Students in grades 1-5 receive art instruction once a week for a 45 minute period. Design elements and principles are emphasized as students learn the foundations of painting and drawing, and construction of two and three dimensional art projects.

### 3. Instructional Methods and Interventions:

In the Lyncrest School great attention is given to meeting the variety of learning styles that our children possess. Differentiation and modification work hand in hand to ensure that every student is able to meet their potential. The use of the workshop model promotes whole and small group instruction which helps to meet the needs of the individual learners.

Our reading and writing philosophies are deeply rooted in the Columbia Teachers' College model. Instruction is based on the workshop strategy which begins with a mini-lesson focusing on the skill that is to be mastered. Students read at their own independent reading level assessed four times a year to be sure instruction is on level. Our Resource Reading offers the Orton Gillingham multi-sensory program. Students move to work independently, in small groups, or with their reading partners to apply and master the current skill. For students in need of further instruction, small groups are formed where reinforcement and one-on-one instruction is given.

Reading intervention is provided four times a week for thirty minutes for students identified to be reading below grade level. The Leveled Literacy Intervention program is used to provide targeted small group instruction and bring students to grade level achievement in reading.

Our mathematics program is built around Everyday Mathematics, The University of Chicago School Mathematics Project. Our program focuses on the theory that there is more than one way to solve a math problem. Teachers pull small groups of students throughout the independent practice or partner work portion of the lesson to provide remediation. For struggling learners a multi-sensory approach includes the use of manipulatives to aid the student with visualizing the problems. Students can be referred for our Math Remediation program based on scores and teacher observation. If eligible, students receive an additional 30 minutes three times a week of math instruction.

When intervention is needed, our school is equipped to assist teachers to help students find the best methods of study for their specific learning needs. Teachers from across the spectrum, including: child study team, special education and regular education teachers meet regularly as an Intervention and Referral Services panel along with the parents to discuss students who need extra attention and help. This meeting then becomes a springboard to further evaluate the student and to look towards appropriate placement and/or related services. Among the services offered are: occupational therapy, physical therapy, speech, and English as a second language.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Formal and informal assessments are used across grade levels to give us an overview of how our students learn best, and who is in need of further enrichment or remediation. Formal assessments include: Partnership for Assessment of Readiness for College and Careers, Comprehensive Testing Program 4, Assessing Comprehension and Communication for English Language Learners 2.0. Informal assessments are provided through the programs that are used in the various curricular areas. Teachers use common planning time with teams to analyze this information in planning their units and individual lessons.

Student's reading levels are assessed throughout the year using the Teachers' College Reading Assessment.. Once the we have collected the assessment data, we can then most effectively place students in small groups based on their reading levels. The Teachers' College assessments, in conjunction with standardized test scores, are also used to place struggling learners in early intervention programs as well as to place our advanced students into enrichment programs. Benchmark writing assessments are administered as well. These are utilized in helping teachers craft their mini-lessons to support the writing needs of their students.

Our Everyday Math Program uses beginning, middle and end of year computerized assessments to evaluate student's strengths and weaknesses. The information is then used to drive lesson development. Throughout the units, teachers use assessment check -ins for each lesson to chart student's growth. Unit tests, along with open-ended assessments, are then administered at the completion of each unit. Math fact benchmarks are also administered three times a year to ascertain students' basic fact mastery. These assessments are

used in conjunction with standardized test scores for placing students in our math intervention or enrichment programs.

The results of all formal and informal assessments are shared with the parents during our bi-annual parent/teacher conferences. During conferences not only are the assessment results explained to parents, but we also communicate how we are using these results to drive the instruction. The results of the standardized test assessments are mailed home to parents. Parents are then invited to informational meetings held at the school to further explain how to interpret the scores.

Our Professional Learning Communities within the school and district focus on the assessment data we have. These PLCs are comprised of classroom teachers, specialist, district math and literacy coaches, supervisors and administrators. We devote time within our district calendar to conduct these “data talks” that drive our curriculum and instruction.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

Lyncrest prides itself in providing an atmosphere where students feel comfortable and accepted. At Lyncrest School, our motto is “Where Every Student is a Star.” Students are given a chance to grow and shine throughout the year by participating in many activities that help support their academic, social, and emotional growth. This is made possible by all the members of the school community, parents included, learning and working together.

At Lyncrest School we strive to provide a positive climate that keeps students both motivated and engaged. Throughout the year, interactive and educational assemblies are provided to enhance our curriculum. Read Across America is celebrated in March to help promote a greater love of reading. It is kicked off by our Reading Incentive Program, created by the PTO, which motivates students to read every night. Spirit Days take place once a week, we all wear our school colors to show that we are one big team working together. We also participate in Faculty vs. Students athletic competitions. This promotes teamwork and positive interactions between teachers and students beyond the classroom. Holiday concerts, Chinese New Year and Earth Day celebrations are just a few more examples of how learning takes place beyond the classroom.

Our Character Education Committee works hard to develop activities where students learn effective ways to interact with their peers. Students participate in anti-bullying assemblies and continue their character education in their classrooms by studying the monthly character traits and reciting our Character Pledge each morning. The staff uses a wide variety of positive reinforcements throughout the day including star students, compliment jars, and behavior modifications such as Class Dojo. Positive student behavior that goes above and beyond is recognized by the principal through Golden Spirit Awards. Student are recognized during a special announcement every Friday and their pictures are hung on the principal’s door for all to see. This encourages other students to display exemplary behaviors each day.

Students at Lyncrest are given many different outlets for continued growth in all areas. Students participate in our REACH program and have the opportunity to complete an independent study. Students can also volunteer to be part of the Environmental Club, Student Council, Safety Patrol or take part in morning announcements and attendance collection.

Staff members are able to create this positive and fun learning environment because they are continually supported and acknowledged for their efforts. Teachers are given many opportunities for growth to help with the continued success of their students through weekly meetings, workshops, PLCs, and common planning time.

### 2. Engaging Families and Community:

To better facilitate and enrich our learning community, Lyncrest School reaches beyond its walls to foster a close knit relationship with our parent community. In so doing, we create a stronger integrated relationship with our students and their families. Our inclusiveness centers around continual communications and presentations from our staff. Parents are an informed part of the discussions around; standardized tests, technology, the gifted and talented program, and common core standards. Parents become part of our circle through; parent teacher conferences, our school website, back to school nights, and our school messenger system.

Our Parent Teacher Organization is dedicated to creating an atmosphere of collaboration and mutual respect. They survey teacher needs, plan with our principal, provide supplies for students, and bring in cultural events and programs that are aligned with our curriculum. The PTO has also provided students with; Scholastic Book Fairs, a Winter Wonderland Dance, Faculty vs Student Volleyball Game, an ice cream social, and Halloween Bash. Teachers support PTO initiatives by attending events and contributing both financially and organizationally.

To ensure a safe environment, we organized a school safety team that is comprised of the principal, teachers, social worker, and a parent to serve as a liaison on the committee. This partnership ensures that the needs of families are valued. Additionally, we provide Parent Anti-Bullying Newsletters to further support communications between the home and school.

Our student council has participated in charity events including Thanksgiving Food Drives, Pennies for Patients, and Table to Table to support people in need. Teachers have collaborated with students and their families by raising funds for the American Heart Association by participating in “Hoops for Hearts” and “Go Red.” Teachers also organized an Ugly Sweater contest to support Juvenile Diabetes Foundation as well as collecting food to support our own community’s food pantry through “World Cereal-ies” and “Souper Bowl.”

Our environmental club has raised funds to construct an outdoor learning classroom which serves as a platform for community clean-ups and educational programs. They have participated in our town wide Green Fair as well as organized their own Earth Day Assemblies and walk-a-thons.

Students are given opportunities to learn about issues related to our environment on a global level. We have partnered with the National Wildlife Federation with support of the U.S. Environmental Protection Agency and EPA Taiwan. As a result of our Eco-School partnership, Lyncrest School has earned a bronze medal.

### 3. Professional Development:

Our school’s philosophical approach to professional development is driven by our use of on-going assessments and data analysis of student achievement. The results inform our decision-making and instruction. This helps administrators and teachers plan, design, develop and implement initiatives. The results of our data collection and analysis of student achievement drives our professional development activities.

The Fair Lawn School District’s vision has been committed to basing our professional development on the foundation of standards and research-based best practices set by the State of New Jersey. Our year begins with full day workshops focused on the implementation of changes and updates to our curriculum. In the course of the year, there are two additional full day workshops geared towards further professional development. This continual support has enabled the implementation of our hugely successful Columbia Teachers’ College reading model, as well as our transition to the newest edition of Everyday Mathematics.

Fair Lawn prides itself on a culture of collaborative inquiry and problem-solving. Teachers are encouraged to participate in professional learning communities throughout the year. The district provides four early dismissal PLC days throughout the school year where faculty members come together to explore and enhance their instructional strategies. Teachers are able to develop their own initiatives as well as participating in district wide choices such as educational book clubs. This provides an avenue for teachers to participate in on-going instructional improvement and self reflection.

Professional development is not just a district wide initiative, but a priority of each individual school. Common planning time, along with faculty and grade level meetings provide teachers with the opportunity to work in collaborative groups and learn from each other. Our staff members regularly give presentations at faculty meetings and inservice days. These workshops offered by colleagues bring a culture of brainstorming and sharing which enriches and informs our everyday instruction. Teachers are also encouraged to attend, or develop their own summer workshops to expand and support our curriculum.

Our professional growth is celebrated in newsletters, presentations before the Board of Education, and at staff meetings. We turn-key our learning experiences and share them with other professionals. This encourages an atmosphere of self-confidence and risk-taking among staff members as well as giving them an opportunity for continued growth and improvement within our school.

#### 4. School Leadership:

Effective schools have effective leadership, and this is evident in our leadership from the top down. Our superintendent and our principal demand high standards for themselves as well as for those around them. The district administrative team is comprised of the superintendent, assistant superintendent, subject supervisors and principals. The team meets weekly to with the same goals: Quality and continuous improvement and success for each and every student. We share the belief that one school's success is shared between all.

Our principal is open to alternate views and discussions, which makes for a richer and more powerful school setting. Working together as a team, our school is able to create an environment of respect and collaboration. Under the insightful, knowledgeable and kind mentorship of our principal, the entire school body is poised to attain their highest possible goals.

Our principal supports collegiality among our faculty members. Our staff members all have leadership roles on various committees within our building. Groups and committees are created by the principal and staff members alike. Membership in each committee is voluntary, but all are welcome and encouraged to join as many committees that fit their schedule. Examples of our committees include but are limited to: ScIP (School Improvement Panel) , DEAC (District Evaluation Advisory Committee), I&RS (Intervention and Referral Service), Anti-bullying/ Character Education, Environmental, Safety Team, Student Council, PTO Representatives, Sunshine and Scheduling Committees.

Our principal's focus is on student learning. Through daily classroom walkthroughs and formal observations, she is able to provide constructive feedback on classroom management, instructional delivery, and our learning environment. Utilizing the data from our evaluation model, the School Improvement Panel creates a schoolwide professional development plan for the next year.

Professional leadership is crucial to the academic success of our students. Staff members are encouraged to lead each other and are supported in their efforts by our principal. Additionally, our principal is constantly studying and growing, along with her staff members. This helps to further her own knowledge and effectiveness as a principal, as well as creating a shared platform with our faculty members. The school serves as a driving force for leadership within the community.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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It is the mission of Lyncrest School to provide a positive and nurturing learning environment, one which develops strong character and ensures social, emotional and intellectual growth for each and every student. Through collaboration with staff, parents, and community, our goal is to inspire students to develop lifelong learning skills and become responsible citizens. Collaboration is what drives Lyncrest School each and every day as we continue to reach new goals with our staff and students.

Over ten years ago, our superintendent introduced the idea of Professional Learning Communities (PLCs) through studying the work of Rick DuFour. Administrators and teachers attended workshops, engaged in book clubs, and held discussions about the idea of PLCs and what it would look like in our schools. Over the years, PLCs have evolved, impacting the conversations and collaboration in our building. We now share the belief that each and every student can learn, and we work together to ensure that it happens. It is no longer about teaching in isolation; it is about sharing our struggles and celebrating our success as a Lyncrest team.

Teachers are provided with designated PLC time throughout the year to work in teams; vertical, horizontal, or cross curricular. Assessment data is analyzed, and teachers engage in honest conversations about individual students and classroom instruction. Teachers can often be found creating a common assessment for an upcoming unit of study. Typically the scoring process is shared, especially if it is rubric based and allows for discussion. This cycle of questioning leads to deep team learning, and in turn higher levels of student achievement. For example, a teacher might leave a PLC with a new strategy for teaching a concept, or she might plan to observe a colleague teach the lesson. Administrators are a part of these discussions and empower teachers to take leadership within the PLC.

Collaboration is the essential practice that ensures our students' academic success. We are committed to the idea that together we can achieve more. We work together to guarantee that our school motto holds true. Lyncrest School, "where every student is a star!"