

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Lincoln School
(As it should appear in the official records)

School Mailing Address 1102 Orchard Avenue
(If address is P.O. Box, also include street address.)

City Saint Joseph State MI Zip Code+4 (9 digits total) 49085-2114

County Berrien County

Telephone (269) 926-3700 Fax (269) 926-3703

Web site/URL https://www.sjschools.org/lincoln E-mail chubble@sjschools.org

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.

(Principal's Signature) Date _____

Name of Superintendent*Mrs. Ann Cardon E-mail acardon@sjschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Joseph Public School District Tel. (269) 926-3100

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Amy Porritt-Peirce
(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.

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

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

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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	4	1	5
K	37	32	69
1	19	33	52
2	43	35	78
3	19	37	56
4	42	36	78
5	41	42	83
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 or higher	0	0	0
Total Students	205	216	421

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 9 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 3 % 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 2015 – 2016 school year: 9%

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, 2015 until the end of the 2015-2016 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1, 2015	418
(5) Total transferred students in row (3) divided by total students in row (4)	0.093
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 2 %
9 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Gujarati, Kannada, Portugese, Spanish, Tamil

7. Students eligible for free/reduced-priced meals: 26 %
Total number students who qualify: 108

8. Students receiving special education services: 10 %
43 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.

- 3 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 2 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 5 Specific Learning Disability
- 39 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 13
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	16
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 26:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	93%	97%	96%	95%	93%
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 2016.

Post-Secondary Status	
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.

Our Lincoln School Family believes in, and uses our professional learning communities to meet the educational, social, and emotional needs of Every Child, Every Day.

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

Lincoln School participates in our District's school of choice program. As a District, we determine and publish the number of openings, not to exceed class size limits, we believe we will have at each grade level for the upcoming school year. There is a fifteen day application period in May where families outside of our District may apply. Once the application period has ended, District Administration reviews each application. Unless there is a history disciplinary problems, all students are accepted. If the number of applications exceeds the published number of openings, then students are chosen utilizing a lottery system.

PART III – SUMMARY

Lincoln Elementary School is part of the St. Joseph Public School District and is located in southwestern Michigan in the city of St. Joseph. Located 90 miles from Chicago, St. Joseph is a quaint community situated along the St. Joseph River and beautiful Lake Michigan. Although our city has become well known for its tourist-attracting location, our quality public school system and large corporations, such as LECO and Whirlpool, continue to contribute to the growth our community experiences from year to year.

Lincoln Elementary School was built in 1948 and has required two additions since then to accommodate our growing population, and to keep up with the ever-changing technology. Our latest addition in 1999 added a state-of-the-art media center and computer and project labs. This addition has provided our students with cutting edge technology and has enabled us to be competitive with neighboring school systems.

Our mission statement at Lincoln Elementary is “Every Child, Every Day.” Our focus is to work together as a team to teach all of our students how to be responsible, respectful, and safe, along with building a community to foster a love of learning. We strive to meet the needs of all our students, academically and socially, to ensure they will continue to grow as lifelong-learners in society.

Lincoln Elementary School provides an outstanding public education to students in the city of St. Joseph, along with school of choice students from neighboring communities. Our school family consists of 416 students. 76% of our student population is white, and 24% is non-white. One hundred nine of our students qualify for free and reduced lunch. We have one full time administrator, 16 teachers, 18 support staff, and a part-time social worker. We are also fortunate to receive support from many of our committed families, who give up their own time to volunteer in the classrooms, media center, our Parent Teacher Organization (PTO), and many events throughout the school year. Our “Lincoln School Family” works as a team to meet the needs of all our students. Lincoln Elementary School is known as a friendly, “neighborhood” school, where many people return to raise their family, and/or move to the area due to the strong family-like atmosphere it provides.

Collaborative and cooperative learning has become a main focus throughout the St. Joseph Public School District. Our Lincoln Elementary School improvement teams have implemented a five-year plan to increase student proficiency in reading, writing, science, math, and social studies. This plan includes Response to Intervention (RTI), common summative and formative assessments and rubrics, pacing guides, and best instructional practices. Teachers have had training in Kagan Learning Structures, along with working in Professional Learning Communities (PLCs) in order to ensure more involved and active student engagement. In addition, staff has been working on developing and implementing work from Mike Mattos’ “Response to Intervention” and Adaptive Schools. One hour late starts are embedded within the school calendar and provides teachers time to focus on student data and common assessments. The data is collected and shared among teachers and support staff, and is used to differentiate instruction that students receive during designated intervention and enrichment time (What I Need Now (WINN) and SMART time). Additionally, grade level teams receive common planning time within each cycle that provides teachers an opportunity to plan curriculum for the next cycle. This time has benefited the student body immensely by strengthening the classroom coherence and core curriculum instruction.

Professional development is a priority for all Lincoln staff between district provided opportunities throughout the school year, and classes or workshops attended outside of the school calendar year. Lincoln staff spend many hours sharpening their professional knowledge and skills. In turn, this dedication has a profound impact on the students’ growth and the education they receive. Lincoln Elementary School students consistently perform well on Michigan’s Standardized Test, known as the Michigan Student Test of Educational Progress (M-STEP). The data from this test, as well as data collected from the Northwestern Evaluation Association (NWEA) Measures of Academic Progress (MAP) Tests drive the decisions that are made regarding professional development, classroom instruction, and aligning standards with the Common Core Curriculum.

Traditions run deep here at Lincoln Elementary School. There are many programs and opportunities offered

for students, their families, and staff. Students participate in Art, Physical Education, Music, Media Center, and Computer Lab classes as a part of their regular school day. Favorite yearly traditions include: ice cream social, grade level performances, assemblies, Thanksgiving luncheon, pancake breakfast, Muffins with Mom, Donuts with Dad, family movie night, reading month, good deed lunch, author visits, and Laps for Lincoln (out major school fundraiser/walk-a-thon). We also offer many other extra-curricular programs: Mini-Mozart, Lego League, Robotics, Young Rembrandts, Girls on the Run. These traditions and programs help enrich student's interests, strengths, along with build relationships with our Lincoln families.

Lincoln Elementary School has a rich history of student excellence and success. We believe we empower all students at Lincoln Elementary School with the social and academic acumen to meet the demands of the 21st century. The academic rigor, in conjunction with the state-of-the-art technology and community support, provides our students with the confidence to continue on and be successful in their chosen fields. All of these attributes are the foundation of our mission statement here at Lincoln: "Every Child, Every Day." We are honored to be nominated as a National Blue Ribbon School (2017).

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Lincoln Elementary School we implement a curriculum based on the Common Core State Standards (CCSS) for English language arts and mathematics, in addition to the Grade Level Content Expectations (GLCEs) for science and social studies. Our school has formed committee teams for each content area with expert representatives to ensure strong communication throughout each grade level. Each committee is comprised of lower and upper elementary teachers as well as our specials teachers. We believe that all students can achieve and learn at high levels; therefore, instruction is differentiated based on each student's needs. To ensure all students grow, teachers provide individual remediation and enrichment to support the needs of all students. Lincoln Elementary School teachers provide individualized comprehensive instruction through WINN Time and our Title program. Students who perform below grade level expectations are given additional instruction and students who perform above the expectation are offered enrichment activities. Through the use of "I can" goal statements students demonstrate their understanding of the essential standards.

Lincoln uses Benchmark Literacy in conjunction with Fontas and Pinnell's assessments to guide their individualized instruction. Reading instruction is personalized to meet each student's needs; therefore, classrooms are outfitted with leveled libraries with books to support all reading levels. Each classroom is equipped with twelve computers to allow for frequent opportunities to engage in activities and bring in technology with online resources and several adaptive online reading programs where appropriate. Each classroom embraces the Daily Five structure where children have the choice of read-to-self, read-to-someone, listen-to-reading, work-on-writing, and word work. This structure creates the independent atmosphere where students can feel in control of their learning and also work on reading and writing skills at their ability level. While students are doing Daily Five, teachers are working with small reading groups that help improve student's reading accuracy and comprehension skills. Grades K-2 will also incorporate whole group and small group lessons that teach foundational phonics skills. In kindergarten, the phonics program teaches the students letter sounds, rhyming skills, and beginning sight word reading. The program progresses through first grade, teaching students blends, digraphs, and vowel patterns. By the time students reach second grade the program expands into deeper word knowledge. Students are taught syllable patterns, plurals, prefixes, and suffixes. Lincoln Elementary School is also enriched with its Michigan Association of Intermediate School Administrators (MAISA) writing project units which spirals from K-5th grade. Each grade has developmentally appropriate lessons that teach students to write personal narratives, informational, and persuasive pieces.

At Lincoln Elementary School teachers implement the Everyday Mathematics curriculum to teach the CCSS. This curriculum offers ideas for instruction, intervention, and enrichment. Lincoln teachers spend time working in small groups and individually with students who need remediation on each individual standard. We have worked hard as a staff to focus each grade level on what we believe are essentials so that each student can be successful. Lincoln is a Title 1 school, which means the lowest 30% of students in math are given even more opportunities in small groups to achieve an understanding of the standard. Kagan structures frequently used are Rally Coach where students take turns explaining their work to a partner and being a coach who helps give tips and tricks when their partner needs it, Quiz Quiz Trade is a helpful review game teachers use before an assessment. Students at Lincoln are expected to be flexible in their understandings of math and be able to explain their thinking to one another through math discourse. We encourage students to be problem solvers and to reason through each other's work noticing errors and misconceptions.

The science curriculum is inquiry based and aligned with the Michigan GLCEs. Teachers use the Battle Creek Science Units to teach students about life, earth, and physical sciences. Students learn through hands-on activities as well as experiments to test hypotheses and to make connections. They talk and write about observations and understandings, and decide on ways they can test them. The program has recently added a new engineering component that teaches students to apply concepts and makes learning concrete. Students are often required to use math skills they have learned making experiments cross-curricular. In addition,

students at the fourth and fifth grades switch classes to get their instruction from teachers with specific training in science and social studies.

Lincoln follows the Michigan GLCEs for social studies. These GLCEs, along with content-related vocabulary, are the focus for social studies instruction by all classroom teachers. Our teachers use multiple district provided resources throughout grade levels to ensure understanding of the concepts. Teachers look for opportunities to integrate informational text, trade books, and writing into these subject areas whenever possible. Through the use of technology projects students can show their understanding of the content expectations. Lincoln Elementary School students study history, civics, culture, geography, and economics related to their local community, their state, their country, and the global community. Our teachers prepare students to become respectful citizens and promote responsible citizenship through an understanding of the Core Democratic Values.

2. Other Curriculum Areas:

Students in young fives through fifth grade are exposed to high quality instruction in the following curricular areas: Music, Art, Physical Education (PE), and Media Technology for 60-90 minutes every six days. We feel it is essential for all students to participate in each of these content areas throughout the school year.

Our music curriculum is based on Michigan Standards and Benchmarks. We take great pride in our students' talent and showcase a separate musical program for each grade level. Our focuses throughout the year include: using accurate rhythm, pitch, technique and tempo in musical context, understanding musical vocabulary to analyze and describe musical works, read musical symbols, and finally create music through improvisation and composition. Additionally, students should learn how to demonstrate appropriate audience behavior.

Our curriculum is primarily vocal music with additional instrument instruction in 4th and 5th grade. Our 4th grade curriculum is focused on reading notes of the treble clef and learning to play recorders. We use the program "Recorder Karate" to enhance their playing skills. We have recently received a grant of ukuleles for our 5th grade curriculum. Ukuleles expose students to string instruments along with learning about chords and strengthening their singing.

Our school also has a more than 20 year-long tradition of 3rd graders performing "The Nutcracker" by Mary Kay Beall. This performance is a cross-curricular unit where students learn the music, history, art, and dance to this holiday classic.

The art curriculum at Lincoln Elementary School is based on Michigan Standards and Benchmarks. Our art department focuses on providing students with high quality experiences that teach mastery in the understanding and application of the Elements and Principles of Art along with meaningful experiences to master techniques in creating both two and three-dimensional works of art. Lincoln art students are exposed to art history and culture and learn how to discuss and analyze both their own work and works of other artists. Students participate in making cross-curricular connections whenever possible. Art students at Lincoln utilize technology on a daily basis to observe demonstrations, take virtual tours that support lessons, and observe and analyze works of art digitally.

Lincoln art students have the opportunity to share learning and celebrate artistic accomplishments through participation in two art shows throughout the school year. Students participate in a community art show at the Box Factory for the Arts, which show cases artwork throughout Berrien County and in a district art show at our own central administrative office. Lincoln artwork is displayed continuously in the halls of our own school building throughout the school year, as well as being displayed in the art room.

In our Physical Education classes, the activities chosen reflect the Michigan GLECS. Students experience aerobic fitness and muscular strength activities in every class period through relays, games, partner work, individual practice, and stations. Young fives through second grade students participate in a variety of

activities to develop body, spatial and directional awareness. Students also explore a variety of loco-motor and manipulative skills. Third through fifth grade students participate in units involving physical fitness and a variety of sports related skills. The students participate in a physical fitness test in the fall and spring. The Professional Golf Association (PGA) sponsored First Tee Golf School Program is also facilitated to our students in the fall. A track and field unit culminates with the annual John Hall Elementary Track Meet.

Third grade students participate in The Nutcracker Musical, a cooperative effort between the physical education, art, and music departments. Students are taught dances for this performance in physical education class. They also experience a one- week swimming unit at the high school pool. This unit puts a strong emphasis on water safety. Swim stroke instruction is also taught.

Lincoln Elementary School also celebrates physical skills learned throughout the year culminating with an all day field day for grades K-5 in June coordinated by the physical education teacher.

Our media tech program is designed around the International Standards for Technology in Education (ISTE) and the American Association of School Librarians (AASL) standards. We believe our students are creators and innovators, communicators and collaborators, researchers, problem solvers, global/digital citizens, and readers. The instruction by classroom teachers with support from a media specialist focuses on the use of technology to enhance the learning already taking place in the classroom. Students have many opportunities to learn and grow through the use of technology. Classrooms have access to laptops, tablets, and an extra cart of laptops as well as a computer lab. Many of the programs that students use are individualized and give opportunities to practice and review academic content in a self-paced manner. Formative assessment tools like Quizizz, Kahoot, Google Forms, and Reading Counts are utilized to provide ongoing feedback to both teachers and students. Other frequently used programs like those in Google Suite, Wixie, StoryboardThat, Glogster, WeVideo, and many others help students to not only learn the technology skills appropriate for their age, but also help students become creative producers and innovative designers.

3. Instructional Methods, Interventions, and Assessments:

The Lincoln Elementary School socio-economic makeup challenges us to plan and adjust instruction to assure our students are learning at a high level. Our school family uses student differentiation to achieve this goal. Students do not all have the same learning style, and our staff acknowledges this through preparing lessons, experiences, and interventions that are tailored to meet the needs of individual learners. School staff, including classroom teachers, Least Restrictive Environment professionals, special education staff, and instructional paraprofessionals, come together to provide academic interventions within the classroom or in an out of the classroom setting to meet the needs of our learners.

Instruction in English Language Arts (ELA) takes place within the Daily 5 model that includes direct instruction, guided practice, independent practice, cooperative learning, and intervention. Direct instruction takes place in whole and small group settings based on curriculum directed learning goals. These goals are aligned to the Common Core State Standards. The Daily 5 model allows students the time needed to practice reading and writing skills while teachers meet with individuals and small groups of students for direct instruction or intervention. This structure gives teachers the time to enrich student learning as well as meet individual learning needs of students not performing at grade level standards.

Instruction in math is provided to the whole group through direct instruction. A Daily 3 model is used to give students time to learn through the use of games, manipulatives, and technology. Enrichment opportunities are also provided during this time. Reading and writing often coincide with the daily math instruction.

Science and social studies learning takes place in whole group settings and cooperative learning groups. Reading and writing are also used in these content areas as students learn to use non-fiction text and write in multiple contexts.

Formative and summative assessments drive our instructional process. Consistent monitoring of student

progress leads to prescriptive decisions about learning goals, lesson plans and implementation, and intervention.

When students begin to struggle achieving at grade level expectations, staff members step in and plan individual interventions to help with student growth. Intervention may consist of a reading or math paraprofessional, individual or small group work with the classroom teacher, before school intervention, or designated intervention block time. We also offer summer school to students to those meeting the criteria. A summer learning challenge is given to all students to help them continue their academic progress while out of school.

Lincoln Elementary School integrates technology in multiple ways across the curriculum. Technology is an integral part of our learning experiences. Computers in a lab setting, in every classroom, an iPad cart, document cameras, interactive white boards, and listening stations are just some of the many tools our students interact with on a daily basis. At home web-based activities are readily available to students as well.

Lincoln Elementary School uses summative assessments and screeners decided upon at the district level. These assessments include Fountas and Pinnell reading records, NWEA MAPs, ConnectEd math assessments, teacher created writing rubrics, and the M-STEP. Data from these measures is used to determine intervention needs and plan support for individual students. Our staff reviews M-STEP data annually to investigate gaps within subgroups of our student population and determine strategies to meet their needs.

Lincoln staff members review data from classroom assessments, district-wide common assessments, and state assessments to plan instruction and lead our students to success. Our whole staff is involved with almost weekly late start time dedicated to working in our professional learning communities. Grade levels meet together to discuss student achievement and plan enrichment and intervention for those students needing it. Our reading and math paraprofessionals are included in this decision making process. Students receiving Tier 2 intervention are progress monitored bi-weekly with AIMSWeb curriculum based measures and results are brought to the team meetings. Grade level teachers also use common planning time to work together to create common assessments, lesson plans, and discuss other classroom challenges.

Lincoln Elementary School uses all information derived from district and state assessments to determine if a child is a candidate for our child study process. If data determines that Tier 1 and Tier 2 interventions are not meeting the needs of an individual learner, they are referred to child study for a more intensive plan of action. Our child study team may include the parents, classroom teacher, school psychologist, school social worker, special education teacher, principal, speech pathologist, and reading or math paraprofessional. The child study team meets every six weeks to review data to determine if a child needs to be evaluated for Tier 3 support.

We continue to reach our high achievement through a evidence-based curriculum, multiple opportunities for parental involvement and communication, and dedication to our 3-tier model of intervention.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

When a new visitor enters Lincoln Elementary School they will first notice all of the vibrant student work displays in the hallways and throughout the building creating a visually stimulating and friendly environment as well as showcasing the creative talents of all our students. They will also notice how proud we are to be the “Bears” and how we all follow the Bear Necessities, our district-wide positive behavioral support system. All students can recite our Bear Necessities, which helps create a safe, respectful, and responsible learning environment. Our school colors of maize and blue shine throughout the building. We wear our colors proudly.

At Lincoln, we value our students and their families. We strive to offer the best education to every student. We recognize each student is special and unique and we celebrate that here at Lincoln Elementary School. Our school culture is diverse including a variety of cultural and socio-economical backgrounds. We are proud to be a school of choice. We offer many activities outside of school to promote an inviting school climate that is accessible to everyone. Because our school is in the middle of our beautiful city, many after school programs take place here. We are proud to have a student council that seeks to help not only our school, but the community as well. The student council raises money in creative ways to help the humane society and other local charities.

Lincoln teachers feel supported and valued. Our staff is diverse in years of experience. We all work together and celebrate our strengths. We are all skillfully trained to incorporate Kagan cooperative learning structures within every classroom to engage and motivate students. The staff is able to integrate technology throughout the day because of our many resources. Our Title 1 staff provides additional support for struggling students in reading and math. Teachers gather and analyze data in their weekly PLCs to identify these students. During PLCs, teachers are given this valuable time to collaborate in differentiating lesson plans, creating common assessments, and enrichment opportunities to meet the needs of all students. We have been trained and supported to implement PLCs district-wide and are reaping its benefits as our school continues to reach its goals and achievements through district and state testing.

2. Engaging Families and Community:

The families and community at Lincoln Elementary School are a vital part of our success. Without the support of our community and wonderful families, we would not be where we are today. At Lincoln, we have a very strong PTO who strives to provide many opportunities for our students. Some of the activities promoted through our PTO include: Laps for Lincoln, family movie nights, pancake breakfast, all school picnic, international night, Doughnuts with Dad, and Muffins with Mom. All of these activities and more help to promote a cohesive, positive relationship between our families and school.

Along with our strong PTO we also have a great number of parent volunteers at Lincoln Elementary. Parents and grandparents are very active in a variety of volunteer capacities at Lincoln. Parents volunteer their time to help with academic areas such as: weekly math center, daily library helpers, Science Olympiad, and the large variety of classroom helpers who assist with students at all levels. Some of the extracurricular involvement includes: the talent show, ice skating, field day, Lego League, our family style Thanksgiving luncheon, and more. Overall, our parent volunteers are the glue that keeps our school functioning at such a high level.

When looking into our community engagement, Lincoln promotes volunteers from the community to be involved in school activities. We are involved in the Junior Achievement program, which brings community members into our classroom to share economic concepts and ideas with our students. We also have local government leaders who volunteer to read to groups of students at our school. One of our largest events to showcase what our students are learning in the area of technology is our annual Ren Baldwin Technology Festival. Each year in the spring, students create technology projects that showcase their learning throughout the year. Our whole community is invited to attend this special event, and students are

active in sharing their work with those who attend.

To further engage families in their child's education, we host an Ice Cream Social prior to school starting. At this event, students can meet their teacher, explore the building, and enjoy a sweet treat with their classmates. Another event to involve parents in their child's learning is our annual Back to School Night. Parents meet with their child's teacher to learn about curriculum, classroom expectations, communication, and events throughout the year.

Overall, we are so proud of the strong engagement with our families, and strong connections with our community, and school. All of these positive relationships give Lincoln students an understanding of the value of education. This inspires them to work hard and achieve success in the classroom, and their community.

3. Professional Development:

Lincoln Elementary School is committed to providing high-quality, job-embedded professional development. Our professional development (PD) activities are anchored in improving student growth and achievement. The developing and effective implementation of PLCs has been essential to our school's success in teaching all students at high levels. Teacher leaders were given the opportunity to attend that Solution Tree's Professional Learning Communities at Work Institute for the last two years. PLCs provide staff time to analyze student data, determine enrichments and interventions as needed. During our PLC time, we are focused on continuous student growth and achievement. All professional development at St. Joseph Public Schools is centered around Rick DuFour's 4 essential questions for PLCs:

1. What is it we expect students to learn?
2. How will we know when students have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

We accomplish answering these questions using various forms of professional development.

Before each school year begins, district-wide PD opportunities exist to energize and focus teachers for the upcoming year. Often these days involve bringing in a leading expert in school culture and structure, instruction and assessment or other professional speakers to introduce us to, and inform us of, strategies for engaging students and helping them to learn and achieve at high levels.

Summer learning opportunities are also offered and provide a menu of options for staff development. These days are led by staff who have had focused training in the area of their expertise. Recently our summer training has focused on integrating technology in the classroom, use of our learning management system, and training in Kagan cooperative learning strategies to improve student engagement.

Another district-provided professional development opportunity that St. Joseph Public Schools is committed to is a one-hour late start on most Wednesdays for PLCs grade level and department meetings to discuss student data and interventions. Each team sets goals and focuses their efforts according to common formative and summative student assessments. We then plan interventions and extensions to help each child deepen their knowledge of content area information.

In addition to district-wide professional development, Lincoln Elementary School has several building-specific opportunities for teachers' growth. In the summers, many staff gather together to read and discuss professional books that will help improve school culture and student success for the coming year. Our principal is also committed to providing grade level teachers common planning time within the school week, cycle. Each grade level has a designated day to meet and discuss lesson pacing and ideas to best meet the needs of our students.

Grade level teams of teachers are provided release days throughout the year to work with their colleagues

in other buildings to identify essential standards in mathematics and language arts. We unpack each standard to develop deeper understanding of the meaning, key instructional strategies, and common misconceptions. We also collect assessment items and enrichment ideas to address each standard.

4. School Leadership:

Lincoln Elementary School's mission of Every Child, Every Day is orchestrated by a dedicated team of passionate individuals. Lincoln's Principal creates a visionary school climate that sets high expectations, encompasses tremendous value, and provides sincere support. The teaching staff is a strong team utilizing each other's strengths working diligently to embrace the many opportunities for leadership positions. School based teams include grade level PLCs, curriculum leaders, various building committees, district committees, mentor positions, technology development, and school improvement teams. Lincoln Elementary School is a staff characterized by hard working, team oriented, value based individuals.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Lincoln Elementary School is extremely successful because of its focus on academic, assessment related, and socio-emotional practices. One important practice is Lincoln Elementary School's academic focus. The teachers are excited to collaborate in weekly PLCs. During this time, teachers share data collected on established essential standards. Each team focuses on which best practices will meet the needs of students. This time drives teacher instruction and allows students more time to become proficient with the required material. The Title 1 Team at Lincoln attends the grade level PLC meetings to report on student progress and gain guidance from the teams for remediation. Another successful academic strategy is the use of Kagan Cooperative Learning in all classrooms. The implementation of Kagan structures allow for students to work collaboratively within their respective levels. All students are actively engaged in the learning process.

A second important practice at Lincoln School is assessment related. The constant communication between parents and teachers at Lincoln insures that parents are always aware of their child's progress. MAP/NWEA testing is administered to track student growth in reading, language usage, and math. Teachers use the growth goals provided to motivate students throughout the school year. The Title 1 Team also uses NWEA data to determine which students need remediation. There are also many assessment related programs like Mobymax, Reading Counts, and IXL that are used to track student progress. Reports are frequently given to students and parents to celebrate success.

A final important practice that allows Lincoln Elementary School to thrive is the dedication to the socio-emotional needs of the students. Lincoln School's mission statement is, "Every Child, Every Day." All children are reached in numerous ways through the implementation of various social work programs such as Circle of Friends, Conflict Managers, classroom sessions, and focus groups. Classes are grouped together so the upper elementary assists the lower elementary children with conflicts during recess. Buddy classrooms work together to create service projects to help those in need. Students at all grade levels benefit from these interactions. There are also many frequent incentives for the students to follow the Bear Necessities, which is reinforced by the principal, social worker, and teachers. Students can earn Bear Paws and Cub Tickets to reinforce positive behavior and motivate students to make good choices. Lincoln School students feel motivated to put forth their best effort, as they know the staff will do whatever it takes to make success possible.