

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 625 South 6th Street
(If address is P.O. Box, also include street address.)

City St Charles State MO Zip Code+4 (9 digits total) 63301-2917

County St. Charles County

Telephone (636) 443-4650 Fax (636) 443-4651

Web site/URL http://www.stcharlessd.org/lincoln E-mail jwilliams@stcharlessd.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.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jason Sefrit E-mail jsefrit@stcharlessd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Charles R-VI Tel. (636) 443-4000

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. Joshua Kean
(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

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	13	34
1	11	12	23
2	20	22	42
3	19	17	36
4	17	20	37
5	0	0	0
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	88	84	172

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.6 % American Indian or Alaska Native
 - 0 % Asian
 - 12.2 % Black or African American
 - 5.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 6.4 % 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 2018 - 2019 school year: 16%

If the mobility rate is above 15%, please explain:

Of the 19 students that transferred in from other public school districts, 6 transferred from another elementary school in our school district, 4 transferred in from out of state.

Of the 10 students that transferred from our school, 7 transferred out of district to another public school district, 2 transferred to other schools in our district and 1 transferred out of state.

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, 2018 until the end of the 2018-2019 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2018	176
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. Specify each non-English language represented in the school (separate languages by commas):

French, Japanese, Spanish

English Language Learners (ELL) in the school: 7 %

12 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 70

8. Students receiving special education services: 21 %

36 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12

10. Use Full-Time Equivalents (FTEs), rounded to the 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, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school 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 20:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	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 2019.

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.

Lincoln believes all students can be successful learners. We educate the whole child - socially, emotionally, as well as academically - to foster life-long learning.

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

Lincoln Elementary, known as “A Small School with A Big Heart,” is a kindergarten through fourth grade elementary school, located in the historic suburban community of St. Charles, Missouri, along the Missouri River. Lincoln has proudly served students since 1930. Lincoln’s student enrollment of 170 is the smallest of the six elementary buildings in the St. Charles School District, and Lincoln is a leader in student performance in the district. Lincoln serves students from surrounding neighborhoods of lower to middle-class single-family and multi-family housing. Lincoln’s student demographic breakdown includes 75% white, 12% black or African American, 6% Hispanic, 6% two or more races, 1% American Indian or Alaskan Native. Forty one percent are eligible for free and reduced meals. Students come from traditional, non-traditional, and generational families. Lincoln Elementary is recognized in the community for its excellence, and 21% of our students are in district transfers. Families want their children to attend Lincoln Elementary School due to its reputation and respect in the community.

Lincoln’s motto is the Big 3, “Be Safe, Be Respectful, Be a Learner.” Lincoln’s leaders, teachers, staff, students, parents, and volunteers know and live by the Big 3. The Big 3 is the driving force behind all decisions made at Lincoln.

Student safety is the number one priority and includes the physical and emotional safety of students and adults. Each morning students are greeted by staff and join our school community for morning assembly. The school family gathers together to say the Pledge of Allegiance, celebrate students meeting academic and behavioral goals, announce birthdays, and end with the Big 3 cheer. As each school day continues, we address emotional and mental health through many avenues. We have a full time school counselor who gives counseling lessons to classes, meets with individuals or small groups, and coordinates the backpack food program in conjunction with local agencies, to provide food and other needed supplies for students. Lincoln also partners with local agencies to provide counseling services during school hours to children who need additional emotional support. Lincoln has a registered nurse, and she works with outside agencies to give students access to dental work and vision appointments onsite.

Being respectful is evident when one observes the relationships and classroom communities at Lincoln. Through clearly defined behavior expectation in Positive Behavior Supports, students and adults learn how to respect each other. Lincoln’s recent work with trauma informed schools and restorative practices seeks to respect the dignity of all members of our learning community. We lead students to respect community heroes during the schools annual Veterans Day Assembly. Our music teacher includes a patriotic number in all performances to help students understand the importance of respecting our country.

The final part of the Big 3 is, “Be a Learner.” Lincoln teachers use district adopted curricula with fidelity to meet state and locally adopted standards. Professional Learning Communities meet weekly to analyze data, design lessons, and structure interventions based on Assessment Capable Learners. Students are afforded high levels of support through our Response to Intervention process with interventionists and specialized staff members working with them. Lincoln’s special education and English language learning students are included with access to the general education curriculum whenever possible. Lincoln’s full time library media specialist and part-time technology teacher help students acquire the 21st century skills they need.

Lincoln is known as an innovator and leader in the district. Two examples of innovative programs at Lincoln include Restorative Practices and Assessment Capable Learners.

Lincoln is currently implementing Restorative Practices, a relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Restorative Practices operate on a "no blame, no shame, no guilt" philosophy meaning that the space educators create should provide a feeling of physical and emotional safety within the community. Teachers and staff members have received ongoing training to support implementation. Students jumped on board immediately and shared experiences such as a feeling of belonging, feeling like people were actually listening to them, and a feeling of emotional safety. Restorative Practices have enhanced an already amazing culture and community within Lincoln School.

Assessment Capable Learners (ACL) is another innovative program implemented at Lincoln. The goal of ACL is for students to become accountable for their own progress and become “motivated, effective, self-regulating learners.” Lincoln staff and students are working together to develop and provide clear, essential learning targets written in student friendly language. Teachers share examples and models of progressions of skills relevant to the learning targets. Students receive feedback, self-assess their own work compared to the progressions, and revise their learning and understanding. This practice has clarified essential learning targets for teachers, students, and parents. Student knowledge has increased, but most importantly it has empowered students to see themselves as learners.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Lincoln, we believe all students can be successful. Lincoln’s implementation of Professional Learning Communities, Data Team Meetings, and Developing Assessment Capable Learners ensures we do all we can to support their success. These approaches guide our tiered instructional practices, support our high expectations, and promote ownership of learning and achievement in all students.

Lincoln’s weekly Professional Learning Communities provide time for teachers and staff members to engage in quality collaboration. This time spent collaborating allows our teams to construct common goals around our essential standards and work collectively to improve our students’ achievements. Our teams problem-solve, address student needs, and work together to be intentional and deliberate in our instruction.

Our time spent collaborating and monitoring progress extends into our Data Team Meetings that are held every six to eight weeks. The Data Team involves all staff in our tiered instructional approach. We rely on data to drive our evidence of learning and all members of the team come prepared with evidence to share. We use this data to improve instruction for all students, no matter their tier. As a team, we create intentional plans and action steps for further achievement. We leave the meeting with a plan for each student and a timeline to reconvene to reflect and adjust our instruction. These Data Team Meetings are an essential approach for our students at Lincoln. This time spent collaborating, monitoring, and being intentional allows us the opportunity to guarantee achievement for all of our students.

It is through our PLCs and Data Team Meetings, that teachers identify the essential goals that students will interact with through the approach of Developing Assessment Capable Learners. Teachers start the process by sharing focused standards with students. In many grades, students are part of the creation team and work alongside their teacher to chunk the essential standard into actionable steps or levels. Our students understand video game levels and teachers explain this process in a similar way. The action steps at each level lead students to the end goal, success! These levels, or action steps, are posted in the classroom and teachers guide students in self-assessing where they are in relation to their goals. Because students are part of this process, they have much motivation and are highly engaged. Through the learning process, teachers provide feedback, learning strategies and pace instruction to allow students to self-assess along the way. High levels of student motivation during this process, increases their achievement.

1b. Reading/English language arts

Our English Language Arts Curriculum is based on the Missouri Learning Standards and best practices for literacy instruction. We follow a balanced literacy approach paired with a workshop model. By utilizing the components of balanced literacy, we provide students with literacy instruction in multiple environments at an individualized level by teacher and student. Alongside teachers and peers, students participate in the demonstration of skills and strategies, supported practice, collaborative exploration and conversation, and tailored instruction based on ongoing assessment.

In both the Reader’s and Writer’s Workshop, choice is present. Students are empowered to be in charge of their reading and writing lives. Much of our students’ days are spent reading and writing; choice within those contents is a crucial part of maintaining students’ engagement and success. Our students are motivated and highly invested in their literacy instruction, because they are able to choose the books they read and the content they write. For example, our first grade writers just celebrated their persuasive pieces from their latest writing unit. During the writer’s celebration, teachers and guests were persuaded on why a certain collection was the best. These collections ranged from trucks, bugs, soccer, Legos, and LOL Dolls. This choice is personal to our readers and writers and is a driving force of their engagement and growth.

To support our readers’ choices, our classroom libraries are diverse, accessible, engaging, high-interest, and

abundant. We know that when students have access to high-interest books, their engagement and reading achievements soar. Reading is part of our learning culture. We believe that the best reading teachers are those who are passionate about reading themselves. These same teachers participate in our Lincoln Book Club to enhance their own reading life and experience the joy that comes from thinking deeply and discussing books.

Teachers use daily Read Aloud as an opportunity for students to experience rich text. During the Read Aloud, students have conversations with peers and think deeply. All Read Alouds end with grand conversations, wherein the reading community talks about the ways the book and the characters have impacted them. Reading is meant to be social, and we believe that readers grow in passion and confidence when their thoughts about books are shared.

Assessment is an essential part of our literacy instruction. We utilize a range of assessments to inform our feedback and instruction, including formal and informal assessments. We use the data from these assessments to evaluate where our students are and plan for ways in which we will support their growth. Each student is part of the goal setting process, and students have multiple opportunities to self-reflect and adjust their goals throughout the approach of Assessment Capable Learners. As a building goal, we work to ensure that all students make at least one full year's growth. Using the Fountas and Pinnell leveling system, we are able to create measurable goals and systematically track students' progress. Although we use these assessments as ways for students to make growth and create goals, their reading identity is not tied to a certain level. Their reading identity is a combination of their favorite genre, author, or series and how their books make them feel.

Developing passionate, lifelong readers and writers is our goal at Lincoln. We strive to create readers who read for information, perspective, and enjoyment. We want our students to have the strategies and skills they need to read deeply, to deal with difficulty, and to allow them to read through a range of subjects and genres. Through the learning process, we want to motivate students to use writing as a way to use their voices and share their passions. At Lincoln, we are dedicated to creating confident readers and writers.

1c. Mathematics

Our mathematics curriculum is based on the newly revised Missouri Learning Standards and the Standards of Mathematical Practices. The courses are built around best practices on teaching and learning mathematics that are research based and fully vetted. The sequence of topics and performances are based on the known data on how students' mathematical knowledge, skills, and understanding develop over time. What and how our students are taught reflect not only the topics within mathematics, but also the key ideas that determine how knowledge is organized and generated within mathematics. Our mathematics program ensures that all our students have equal access to high-quality, rigorous mathematics instruction which includes effective teaching and learning practices, high expectations, and the support and resources needed to fully maximize each student's individual learning potential.

Because mathematics is the cornerstone of many disciplines, our curriculum includes applications to everyday life and models activities that demonstrate the connections among disciplines. Our teachers provide students with various opportunities to explore, inquire, question, manipulate, draw, and talk. Our mathematics curriculum focuses on developing conceptual understanding through hands-on learning, problem solving, reasoning, and discourse. Our teachers provide students with appropriate challenges and encourage perseverance, while supporting productive struggle. We believe these opportunities build strong mathematical thinkers.

Through the learning process, we stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. We know our students need to understand mathematics deeply to use it effectively, so building strong number sense is at the heart of our mathematics curriculum. Students delve into topics to build content mastery and efficiency in skills. From kindergarten through fourth grade, our students develop an extensive understanding of mathematical concepts. They begin by moving from the use of concrete, then to pictorial, and end with abstract representations, using the Math in Focus text series. The mathematics program integrates the use of mathematical tools and technology as essential resources, that help all students

learn at high levels and assists them in making sense of mathematical ideas. Our mathematics instruction effectively prepares students of all ages and abilities with the skills necessary to think critically, communicate effectively and accomplish real world tasks.

Assessment is an integral part of our instruction and is used as a tool that informs feedback to students and drives instructional decisions. Our instruction is based on content standards that are clear and specific, focused, and articulated over time as a coherent sequence. Teachers use both the pre and post assessments to determine the effectiveness of their teaching and the students' mastery of the content standards. Our collaborative teams carefully align instruction to the essential standards, and the teachers and students then put these standards into student friendly targets. Through the instructional approach of Assessment Capable Learners, our students interact with the targets to set a goal, track their progress, and further their achievement throughout each course. This process highly motivates our students and because of it, their achievement increases. Our teachers and collaborative teams hold themselves accountable for the mathematical success of all learners and for their personal and collective growth as professionals.

1d. Science

Our science curriculum is aligned to the Next Generation Science Standards and the Missouri Learning Standards. These standards and concepts are addressed through interactive learning experiences using the 5E learning cycle (Engage, Explore, Explain, Elaborate, and Evaluate), while integrating science, engineering, literacy, and math. Students are highly engaged in the learning because of the hands on, inquiry approach to which we teach. This approach nurtures problem solving and innovation, even in our littlest learners.

Our curriculum is built on a developmental progression that helps students build their schema of science concepts and skills, while sparking their curiosity for the world we live in. Our scope and sequence focuses on a limited number of core ideas, which allows for more time to explore each concept at greater depths and time to engage in scientific inquiry and the engineering design process. Our students explore the strands of Matter & Energy and Force & Motion, Living Organisms and Ecology, Earth Systems and Our Universe.

Teachers are able to determine the effectiveness of their teaching and their students' proficiency using the pre and post assessments created for each unit. By analyzing students' science journals and using performance task checklists created for each lesson, the teachers are able to formatively assess their students' understanding of the unit. Our teachers regularly meet to discuss how students are performing on the tasks and assessments and make instructional shifts to ensure all students are mastering concepts.

We use this curricular approach because we are inspiring future scientists. Our curriculum cultivates a love for science and gives each student an opportunity to solve real world problems. We strive to develop the next generation of thinkers and problem solvers who may one day become scientists and engineers. We want to give all students in our diverse population an opportunity to see themselves as successful, intelligent, prepared, and capable people.

1e. Social studies/history/civic learning and engagement

Our social studies curriculum is aligned to the National Curriculum Standards for Social Studies, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, and the Missouri Learning Standards. These standards are addressed through an inquiry approach to teaching and learning. We have found that students are naturally curious about our world and are deeply engaged through this model. Instead of reading textbooks and completing worksheets, students are actively engaged in exploring social studies concepts by asking, researching, and answering thoughtful questions. Students explore topics including history, geography, economics, civics, and culture. Students activate their research skills, evaluate sources, develop claims using evidence and activate their speaking and listening skills by communicating and critiquing conclusions.

The best part of our social studies curriculum is that it inspires students to take informed action. Students complete tasks such as creating a process for peaceful resolution on the playground, holding a class debate on the geographic region they would rather live in based on human history, economy, governance, society

and culture, or even planning an event to celebrate different cultures represented in their school. This curriculum fully integrates essential literacy standards, the arts and humanities, and technology. Because social studies emphasizes relationships among people and across cultures, character education is naturally embedded within all parts of the curriculum. Students learn how to make meaningful connections between the past and the present, while deepening their understanding of how diversity has played an important role in shaping our society.

We choose this curricular approach because we are preparing our nations' young people for college, careers, civic life and democratic decision making. We want all of our students to understand their ever expanding world as we prepare them to become productive, active, and responsible members of our community and a global society.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Learning is everywhere at Lincoln and we love that all of our students have access to both core curriculum and special curriculum areas. Our students participate in the arts (visual and performing), physical education, library media and technology, and emotional regulation instruction. At Lincoln, we believe that each and every one of our students have unique interests and passions, and by allowing them the opportunity to participate in special curriculum areas, we hope to empower and motivate them to explore concepts that peak their interests and build upon their strengths.

Our special curriculum areas at Lincoln further develop our students' social and emotional development and our counselor is an essential part of this foundation. At the beginning of each school year, our counselor teaches The Zones of Regulation curriculum schoolwide. Our staff continue to use the practices of this curriculum with their students throughout the year. This instruction allows for use of the same vocabulary and practices among the students and staff. The instruction is beneficial for our students as it provides tools to deal with emotion identification, strategies for self-regulation, expected versus unexpected behaviors, triggers, size of the problem/size of the reaction, and inner coach versus inner critic. The integral lessons taught through this instruction in self awareness, social emotional skills, and empathy are at the core of being a successful member of our school and our community.

In providing opportunities in the arts, we create students who can set up, explore, experiment, and create original works of art based on their own ideas and interests. Lincoln's Art Classroom runs as a CHOICE based studio. There is no prescribed "project"; instead the teacher offers guidance, suggestions, resources and demonstrations for supplies and tools. The students are regarded as artists, and free to make their own choices concerning subject matter and materials. In our Music Classroom, students explore musical concepts, theory, ear training and terminology to support their music acquisition and discovery. Our students perform numerous concerts for our Lincoln community throughout the year, including our seasonal Holiday Concerts, Veteran's Day Concert, Grandparents Celebration, and our MAP Kickoff Celebration. In addition to our school wide concerts, students are offered the chance to perform at our Lincoln Open Mic Night; a night of expression, enjoyment, and individuality. In both our Art CHOICE classroom and Music classroom, we are cultivating independent, curious, and responsible artists.

Our Technology and Library Media classes provide students opportunities to develop self-concepts and expression, deep thinking, and social relationships. In an age of information overload, lifelong learning, active participation, and digital citizenship skills become even more crucial. In Technology class, our students develop numerous skills including keyboarding, research, and introduction to programming and the engineering design process. Our school Library is expansive and is the place that fosters the appreciation of choice, interest, and self identification. Students are in charge of their reading lives, and our expansive collection of books provide endless opportunities for them to find themselves in other characters, while also discovering other perspectives and ideas. Our students participate weekly in Library class and during the week, the students can visit the library numerous times when open checkout is available. As we are always

working on improving our students' ability to learn and grow in Science, Technology, Engineering, and Math, our students are provided first-hand experiences in solving problems. Our hope by having STEM opportunities in both Technology and Library class, is that we inspire and empower our students to discover a passion for these subject areas.

Our physical education teacher has a classroom that is a bit bigger than most (louder too) that provides an incredible opportunity for both academic and social/emotional support. Physical education is beneficial to students' learning at Lincoln. As president Kennedy once said, "Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong." We want every student at Lincoln to believe in the power of being healthy and strong. Our physical education teacher's daily expectation is to connect physical education with academic standards. Simple activities like jumping rope or playing catch become perfect opportunities for students to skip count, practice their multiples, or practice the letter sounds. Sportsmanship is encouraged whether our students win or lose, and all students congratulate each other at the end of each class. We aim to make lifelong lovers of physical activity with the values of respect, responsibility, and hard work.

Our special area courses are just another way we bring energy, passion, acquisition, growth and individuality to our students at Lincoln.

3. Academic Supports:

3a. Students performing below grade level

Through our Response to Intervention (RTI) process, all students at Lincoln are provided the instruction they need to grow and be successful. Lincoln believes all students can reach grade-level standards, and all students deserve access to grade-level Tier 1 instruction. We create classroom and building schedules that ensure access to grade-level standards. We believe in meeting kids where they are academically and continually pushing students to maximize growth across content areas. Our staff does whatever it takes to help our students who struggle, and because of their perseverance and willingness, our students believe in themselves, push themselves towards their goals, and are successful at closing their learning gap.

Because of our use of a wide range of assessments and screeners, we are able to determine where our students are academically and what they need instructionally. We use data to plan and provide prevention instruction that occurs during Tier 1. These preventions help students fill in gaps. One example of this practice occurs in mathematics. Classroom teachers use data from chapter pretests to determine the gaps students possess. Teachers instruct the students in these areas during remediation time through the RTI process. We also determine the remediation needs of each student, and when necessary, make instructional plans based on those needs. For example, kids who need vowel teams are in group working on vowel teams, kids who need inferential comprehension support are in group together, kids who need number core/number sense and add/subtract within 20 are in group together, etc. Collaboration among team members allows us to flexibly group students and adjust instruction as students need. We utilize the general education curriculum and research-based remediation programs, including Leveled Literacy Intervention, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, and Do the Math to meet the needs of our students in our tiered approach.

3b. Students performing above grade level

Through Lincoln's tiered approach, all students get what they need, including those performing above grade level. During Data Team Meetings and PLC time, we develop plans to flexibly group students, enrich their learning opportunities, and in specific situations, share students vertically.

Because of our use of a One Year's Growth goal for every student at Lincoln, we are easily able to track students' reading levels and respond when their growth exceeds grade level instruction. Currently we have students pushing into a grade level higher than their age peers to receive guided reading instruction. This allows our readers access to strategies at their specific band of text and allows them the instruction they need to continue progressing. Our staff trusts each other and because of this, flexible grouping is successful for

our students. Along with flexibly grouping students based on their reading growth, we follow similar processes for math. Through our daily mathematical anecdotes and pre- and post-tests, we are able to identify where students are, flexibly group them based on need, and then make instructional plans based on this data. Students performing above grade level aren't asked to prove proficiency by doing more of the same math problems. Our students above grade level are provided opportunities to prove their conceptual understanding through application in solving performance tasks. Students are grouped with their peers and use mathematical tools and reasoning to justify and persevere towards a solution. These opportunities are engaging, challenging, and enriching for our students.

Our district also hosts the SOAR program, (Seeking Opportunities in Accelerated Resources). The SOAR program is designed to introduce students to topics linked to real-world themes that require higher level thinking, analysis of information, critical thinking, and problem solving. Learning is enhanced through differentiated instruction, team work, and contact with professionals in relevant fields, field trips, research, and the use of technology for gathering data, developing projects, and sharing ideas. In addition, students learn beginning Spanish, banking, logic skills, analogies, presentation skills, and self evaluation through keynotes.

3c. Special education

Our Special Education team meets weekly to collaborate, reflect, and closely monitor student progress. Our team knows each special education student on a personal level and values the relationship and uniqueness of each student.

Because of our close progress monitoring, we are able to efficiently adjust instruction and flexibly group students to meet their individual needs. Assessment data is used to design Individualized Education Program goals and objectives to drive instruction for remediation. Our students are involved in self-reflection through the use of Assessment Capable Learners. They take ownership of their goals and are directly involved in ongoing conversations about their performance, goals, and progress.

We use a combination of both collaborative teaching (push-in model) where we support students in their general education setting and pull-out model, where we support students in the special education/small group setting. We always provide services in the least restrictive environment and want students to be in the general education setting as much as possible. For a distinct group of students at Lincoln, we provide a fully modified curriculum. These students have intellectual disabilities that impact their ability to access the general education curriculum. These students have consistently made a year's worth of growth in reading and math since their entry to the program.

In addition to meeting our students' instructional needs, we also house the district self-contained program for students with an emotional disturbance, in a program titled Victory. For the last five years, Lincoln Elementary has had the privilege of loving and servicing these students. The students in this program are qualified based on their intensive emotional and behavioral needs. When students enter this program, Lincoln wraps them with love and ensures their basic needs are met. Daily, students are instructed in social skills using the Boys Town Model. These social skills are explicitly taught and practiced at the start of every day. The students of Victory soar academically. We have closed the achievement gap for this group of students in a variety of ways, such as pushing them back into the general education setting and ensuring they make more than one year of growth in all academic areas. Because of this, the majority of these students score proficient and/or advanced on the yearly MAP test.

Our staff at Lincoln, and our ability to love and care for our students who struggle profoundly inside and outside of school, is what makes our students successful, gets students back into least restrictive environments, and ensures they make academic growth, all while feeling good about themselves and their learning.

3d. ELLs, if a special program or intervention is offered

Instruction for English Learning students is provided using a collaborative structure between the classroom teachers and English Language Development specialists. Through the co-teaching model, EL students are provided direct, tier one instruction by both the classroom teacher and the ELD specialist. Creating both content and language objectives for lessons, providing appropriate scaffolding based on language proficiency levels, sharing and analyzing data, and applying the World-class Instructional Design and Assessment language development standards to academic content, fuel this collaborative instruction. Co-teaching prevents English Learners from missing direct classroom instruction and instead provides the support needed to focus on what students can do and how they will demonstrate their learning using English. For ELs brand new to America, instruction is provided outside the classroom using the district's four ELD curriculum categories - language structure, vocabulary, strategies, and culture and community.

Intervention is provided through both taking proactive measures before instruction and implementing tier two and three intervention as needed after tier one instruction. Before content instruction, ELs are provided with pre-teaching of academic vocabulary and building of background knowledge needed to succeed in lessons. The ELD specialist works with small groups focusing specifically on math, social studies, and science vocabulary as well as writing structure and grammar.

EL students are assessed over the same content as grade level peers. The WIDA Model Performance Indicators are used to allow for appropriate demonstration of knowledge at varying English proficiency levels. The classroom and ELD teachers collaborate to provide the best setting and output model for students. Small group settings, tools such as visual aids, and some use of first language all factor into assessment of ELs. When participating in standardized testing, ELs follow state guidelines for universal tools in order to produce knowledge of grade level standards. EL students are held to the high expectations of all students, giving a picture of the same knowledge through different means.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Each day at Lincoln begins with all students and staff together at morning assembly. We start our day together celebrating each other, because we believe it positively impacts our school community. During morning assembly we recognize birthdays, celebrate reading achievements, and read affective statements that recognize students actions that have helped them have a positive effect on either their academic growth or the school community. Lastly, we stand and say the Pledge of Allegiance, share our Big 3 cheer, and dismiss each class to start their day. This daily assembly is very quick but shows the importance of engaging students as a school community.

Our students and staff have authentic, respectful relationships. Each person at Lincoln is mutually respected. We are a family and we strive to keep the relationships strong and empathetic. Through the foundation of Restorative Practices, we hold community building circles where students and staff share about themselves and learn about others in their classroom community. Students and staff are highly engaged to learn about the people in our school community. These circles help us all see each other as valued human beings and honor each person as a valued member of the Lincoln school community.

Along with building connections through circles, students learn the Zones of Regulation. The time spent learning about the different Zones empowers students to recognize different emotions they experience as well as the emotions of others. This emotional awareness helps our school community to self regulate and support others as we see them needing support when they experience dysregulation. Another foundation we implement is Positive Behavior Supports. These positive supports emphasize the expected behaviors and routines that keep our school safe and respectful. These supports are predictable and focus on positive praise when we notice each other being safe, respectful, and ready to learn. Due to our high structure, authentic relationships, and high expectations, we have exceptional behavior. Visitors to Lincoln often comment on how respectful and caring our students are.

Our students are motivated and engaged in learning through choice, interest, goal setting and tracking their growth. At Lincoln, students have choices in book selection and writing topics. This is engaging and motivating to students. In math, students enjoy hands-on learning and the inquiry method to solve problems. Students feel safe and enjoy problem solving, as different strategies and thinking are encouraged and celebrated. Students also take great pride and ownership in the goal setting process. Our students take interest in tracking their individual growth towards their goals and grade level targets. Students stay engaged and motivated through celebrating growth through reading levels, writing celebrations, and school wide assemblies. School wide assemblies are held each trimester to recognize students for their academic achievements, their emotional and physical safety, and the ways they are respectful of our school community. Celebrating growth and the positive impacts our students have on our school community is highly engaging, empowering, and a big reason why our school is so successful and a great place to attend.

2. Engaging Families and Community:

Relationships and connection are at the heart of everything we do at Lincoln, therefore we have a rich tradition of family and community engagement. It is our pleasure to develop and strengthen our relationships with our families, host guests and volunteers, hold family events, and partner with community businesses, as we believe these connections contribute much to our school success.

Our families and community stay connected through strong communication and authentic relationships. Lincoln utilizes a variety of communication tools including: Instagram, Facebook, weekly classroom newsletters, Class Dojo, Seesaw, email and phone calls to connect with our families. These tools help us communicate and share news with our families, but we know that our relationships and the care we pour into their students are what keep us connected.

The strength of all of these connections show in our results. Lincoln celebrates our students' academic

results in our trimester awards assemblies and our annual MAP assembly. We also host student-led conferences with each family twice a year. At these conferences, alongside their teachers, each student shares with their family what they are learning, what their goals are, and what their plan is to reach their goals. A testament to the family engagement at Lincoln is the one hundred percent attendance that we have each year at both fall and spring parent teacher conferences.

Volunteers come and go at Lincoln everyday. High School seniors mentor in classrooms, while sixteen senior citizen Oasis volunteers tutor individual students each week. Our halls are full of special people from our community, who are all working to positively impact our students. Our Parent Teacher Organization volunteers also work all year on events that keep our families and community engaged. They host holiday parties, a Santa Shop that offers low price items for students to buy for their loved ones. They organize fun evening events for families to participate in, such as our annual Back to School Social, Trunk or Treat, and Pizza Bingo nights. Our volunteers truly encompass community, service, and care.

Our school staff also organizes events to bring our families and community together. Annually we pack the gym for our Veteran's Day concert, Holiday Concert, Grandparents Day, and Open Mic Night. Lincoln supports families' needs by hosting Parent Support Nights where topics range from Therapeutic Limit Setting to Navigating Technology Use with your children. Lincoln engages with families all year long, even through the summer, with the Lincoln Book Mobile and summer tutoring to help students close learning gaps. These partnerships allow us to stay connected and help our families feel supported.

Lincoln has developed a strong partnership with First St. Charles United Methodist Church. Through this partnership the church has donated over thirty thousand dollars to enhance the book selection in our school library, offer flexible seating options for our students, purchase a new keyboard for our music program and begin a community garden. First Church also donates backpacks of food to 15 fragile families at Lincoln to take home every Friday to help feed families over the weekends and holidays.

All of these partnerships foster relationships and culture at Lincoln. Lincoln's partnerships with families and community members positively impact all students.

3. Creating Professional Culture:

Lincoln's culture is one of its outstanding features, and creating a professional culture is key. All staff members are a respected part of our Lincoln community, and treating each other with respect and dignity is imperative. Lincoln's leaders foster a shared problem solving approach. When we encounter problems we don't simply ignore them. We work together as a team to solve problems, enhance our school community, and ensure academic excellence for our students.

School-wide goals are typically related to problems we see in our school community as a whole. We begin to see a greater number of students with adverse childhood trauma and the struggles they are having behaviorally and academically. This leads to teams of teachers and administrators participating in professional development related to Trauma Informed Schools and Restorative Practices. The teams come back from the professional development and lead our staff members in ways to utilize trauma informed practices. This problem solving approach builds a culture of believing that all parts of the organization have a part in finding solutions.

Lincoln teachers work together as members of Professional Learning Communities (PLC). Lincoln has used the Professional Learning Communities model of professional development for many years. These PLCs utilize job embedded professional development to enhance student learning. One example of this is the current work with Assessment Capable Learners (ACL). The Instructional Coach has provided professional development about ACL to teachers during weekly PLC meetings, monthly data meetings, and regularly scheduled Early Release Days. This professional development has provided teachers with a framework to work together to increase student achievement and foster professional culture.

The professional development not only impacts the academic achievement of students, it also impacts our professional culture. One example of this comes out of the restorative practices training. During the

restorative practices professional development, staff members are taught how to lead community circles as a way to enhance community and trust. We now include community circles in all of our faculty meetings and building wide professional development.

Individual staff members are also allowed autonomy in the area of professional development in regards to their Professional Growth Plans (PGP). Each year, staff members create a PGP to address professional growth goals they have for themselves. Teachers determine the areas of focus and how they plan to report on their learning. This autonomy creates a culture of empowerment for the staff.

4. School Leadership:

Leadership at Lincoln is a true collective effort. We believe that each staff member's leadership impacts the whole. Individually, we take ownership in our school's success and believe that it takes all our efforts to make the greatest impact.

The foundation of leadership at Lincoln is our Principal and her strong belief in a healthy school culture. She is honest and authentic in her communication, and she encourages staff to seek every opportunity to support one another and our students. Her high expectations for a positive school culture is unwavering and well defined. The way that our staff interacts and supports each other, lays the foundation for how our staff supports our students and their families. Our interactions create a culture of trust, care, respect, and high expectations. When problems arise that have the potential to negatively impact our school culture, we all hold ourselves accountable to act with integrity and do what is best for the school community. Our dedication to maintaining a healthy culture, produces outstanding results for the students, families, and staff at Lincoln.

In 2008, Lincoln's MAP scores were some of the lowest in the entire county, which consisted of more than thirty schools. Morale was low and collective leadership was needed. There wasn't a doubt that Lincoln staff was working hard, but it was evident that we were all working hard, alone. The following year, we focused our efforts on fidelity, accountability, trust, and high expectations. Building wide, we added positive behavior supports and began rebuilding our school culture. Because of our collective leadership and empowerment, in 2012, Lincoln's MAP results were in the top three in the county. Our work, leadership, and trust in each other continues to propel us forward.

Our integrity, passion, and leadership is evident in our continued results, curriculum fidelity, transparency regarding student success, and willingness to be honest and undivided. We are passionate about working collectively to support all our students, and we have confidence in each other. We utilize this confidence and trust to make hard decisions. We remind ourselves that it's the hard decisions that make us stronger.

In 2018 our principal set the bar by saying, "When we succeed, we celebrate together. When we don't, we reflect and move forward together." We know that our students need each of our collective leadership, and we hold ourselves accountable to deliver our full potential.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Like many schools, the students who attend Lincoln Elementary come from diverse environments with different expectations. These differing expectations left students confused and presented problems in the classrooms. During the 2008 school year, sixty-eight percent of the student population visited the office with an office referral at least one time. This statistic mirrored the frustration felt by staff members and parents. Student behavioral expectations were unclear and inconsistent, and this negatively impacted school culture, student safety, and academic achievement. The staff at Lincoln Elementary made the collective commitment to adopt Positive Behavior Supports in order to meet this need.

Initially, the entire staff completed training to implement Positive Behavior Supports. We met together in the summer and identified three overarching behaviors we wanted to see in our school. These three behaviors have become known as The Big 3: Be Safe, Be Respectful, Be a Learner. We determined behavioral expectations and clearly outlined the “sounds like” and “looks like” for each set of expectations. Behavioral expectations have been created for situations such as entering and exiting the building, walking in the hallway, sharpening a pencil, using the restroom, asking for help, sitting on the carpet, and many others.

We explicitly teach every student what is expected in a positive and proactive manner. Teachers utilize the fishbowl method to teach students exactly how the expected behavior will sound like and look like. Students gather around to observe the behavior in action. Next, the students practice the expectations with teacher and peer feedback. Once students have shown the teacher that they can carry out the behavior by themselves, they are expected to follow those behaviors. Everyone makes mistakes, so when a student doesn't follow the expectations we practice with him or her on how to meet the expectation, the skill is retaught. The student practices and receives feedback, and the student continues learning. All staff members at Lincoln Elementary take responsibility in teaching, practicing, and reinforcing expectations.

These clear expectations are the foundation of our strong relationships and strong community. They are a sign to students of our belief in them. Because of our belief and continued work in positive behavior supports, students feel safe, respected, and ready to learn. Presently, our office referral rate is low and our student behavior is exceptional. Students are able to focus on learning and engage in the school community.