

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. Carla Johnson
(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 831 East 31 Street
(If address is P.O. Box, also include street address.)

City Erie State PA Zip Code+4 (9 digits total) 16504-1263

County Erie County

Telephone (814) 874-6685 Fax _____

Web site/URL https://www.eriesd.org E-mail cjohnson@eriesd.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* Mr. Brian Polito E-mail Bpolito@eriesd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Erie City Sd Tel. (814) 874-6000

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. John Harkins
(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):
- 10 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 16 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	17	22	39
K	41	33	74
1	35	31	66
2	33	36	69
3	33	31	64
4	51	36	87
5	30	38	68
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	240	227	467

*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 % American Indian or Alaska Native
 - 7.1 % Asian
 - 30.2 % Black or African American
 - 6.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44.4 % White
 - 11.4 % 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: 24%

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

Our mobility rate is 24% due to changes in student addresses. Students at Lincoln generally only leave the building if they are moving out of the city.

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	92
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	114
(4) Total number of students in the school as of October 1, 2018	467
(5) Total transferred students in row (3) divided by total students in row (4)	0.24
(6) Amount in row (5) multiplied by 100	24

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

Nepali, Bosnian, Ukrainian, Turkish, Swahili, Arabic

English Language Learners (ELL) in the school: 5 %
25 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 467

8. Students receiving special education services: 21 %

100 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>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>49</u> Specific Learning Disability |
| <u>36</u> Emotional Disturbance | <u>47</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: 10

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
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.	6

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 23:1

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	94%	95%	94%	93%	94%
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.

At Lincoln Elementary School, our Mission is to develop academically driven, lifelong contributing members of society. Our staff, along with the Erie community, will create a culture of high expectation, collaboration, respect, and accountability. We will actively engage students and faculty in their learning through a high quality curriculum and researched based strategies. We are committed to provide each student with a well-rounded educational program.

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

Erie is a city on the south shore of Lake Erie. Erie is the fourth-largest city in Pennsylvania, as well as the largest city in Northwestern Pennsylvania, with a population of 101,786 at the 2010 census. The estimated population in 2018 had decreased to 96,471. The Erie metropolitan area, equivalent to all of Erie County, consists of 276,207 residents.

Erie is halfway between the cities of Buffalo, New York, and Cleveland, Ohio, and due north of Pittsburgh, Pennsylvania. Erie's manufacturing sector remains prominent in the local economy, though healthcare, higher education, technology, service industries, and tourism are emerging as significant economic drivers. Over four million people visit Erie during summer months for recreation at Presque Isle State Park, as well as attractions such as Waldameer Park.

Erie is known as the "Flagship City" because of its status as the home port of Oliver Hazard Perry's flagship Niagara. Erie won the All-America City Award in 1972, and in 2012 hosted the Perry 200, a commemoration, celebrating 200 years of peace between Britain, America and Canada following the War of 1812 and Battle of Lake Erie.

According to the Association of Religion Data Archives, Erie County had a total population of 280,843 people in 2000, of which 103,333 claimed affiliation with the Catholic Church, 40,301 with mainline Protestant houses of worship, and 12,980 with evangelical Protestant churches.

Based on findings from the 2016 U.S. Census Bureau's American Community Survey, the CDC's mortality rate data, incarceration rates, etc., the City of Erie was determined to be the worst city to live for black Americans.

Erie's Public Schools serve the City of Erie in Erie County, Pennsylvania. Erie is the state's fourth-largest city with an estimated population of 98,593. The school district enrollment is approximately 11,000 students across 15 public schools. The City is the seat of government for Erie County with a total land area of 19.3 square miles.

Lincoln Elementary School is a neighborhood public school located in Southeast Erie, Pennsylvania. We currently have approximately 467 students enrolled in Pre-K through Grade Five. The children and families in our school community represent a diverse cross section of many different cultures, ethnic groups, and languages. Approximately 30 percent of our students are minorities. Lincoln Elementary is one of the schools in the Erie School District that has an English as a Second Language Program. We educate children from eleven different countries that speak eight different languages. Lincoln Elementary is a school that provides instruction for English as a Second Language (ESL).

Our key strategies have been focused mainly on reading. In grades K – 2 we drive the elements of reading from first letter sound fluency to whole words read correctly in the Dibels program. In grades 3 – 5 we have focused on the state released items, specifically working on text dependent analysis. We teach students how to annotate, restate the question, then to express it in writing using text evidence. We also provide incentives to students for completing tasks correctly from giving tickets to attend social events during the day to ice-cream incentives and the like.

We have spent a lot of time creating a well-thought-out rubric for the text dependent analysis. Students are clearly able to follow the rubric without questions. We model the expectations and allow students to complete the exercise alone. Students are given incentives for complying. More paragraphs written correctly means more incentives are given. Socially, we are a small family school. Our motto: "This is a happy place where dreams come true" All students enter the front door and are happily greeted every morning with a hug and a smile; maybe a song if it is his/her birthday. Because of the relationship we have with our students, the majority of them want to learn and therefore improve academically.

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

The overall approach is one of collaboration between grade level subjects with the expectation of increased scores and continued success of all students. There is explicit instruction in the CKLA curriculum. Students are taught standards-based skills in reading, writing, listening and speaking. Students’ knowledge and vocabulary in literature, history, geography, and science are also built in.

Lincoln’s faculty works diligently. They participate in common grade level meetings as well as cross-curricular and multi-grade level meetings. This is achieved by weekly professional development sessions. Topics are discussed and planning is done according to the District curriculum and the Pennsylvania standards. Teachers and administrators collaborate to ensure that PSSA preparation and Dibels reading goals are being met at each grade level. Lesson planning is a team effort among grade levels and the focus consistently stays on the needs of the student. Standards are easily being met via the CKLA reading expectations.

We have also established an ILT (Instructional Leadership Team). This team is a subgroup of the District’s Strategic Planning Team. We have quarterly sessions with the District Team where we collaborate with all the schools as well as our community partners. We work on the four pillars adopted by the district. They are:

- 1.) Equitable Access to Standards-Aligned Instruction
- 2.) Safe Climate & Strong Relationships with Students, Families & Community
- 3.) Results-focused Professional Learning
- 4.) Data-informed Continuous Improvement

The district adopted this 5-year strategic plan to cohesively drive our instruction and to develop common assessments. This is done through a data driven system of implementation and understanding for all to align our educational practices. To facilitate the strategic planning exercise, the district contracted with Performance Fact, Inc., an organization with extensive experience in strategic planning and community engagement.

The ILT team collaborates with other schools across the district. The teachers are then the facilitators and instructors to the entire staff on how to make data driven decisions, how to compile appropriate data, how to read the data, and how to use the information in improving the teachers’ instructional delivery and form better relationships with students.

We then analyze student work through formative assessments. We look to see if changes are needed in our teaching practice, determine if we are seeing adequate student growth, and decide if we need to alter instruction in order see higher outcomes in student engagement and performance.

1b. Reading/English language arts

CKLA is a comprehensive research-based program designed for teaching Preschool through Grade 5. Evidence has shown that it is important to begin building strong foundations of knowledge in the early years. In these early years, especially the preschool and early elementary grades, we strive to do the most we can to help children lay the groundwork for language development and continued future success. CKLA’s curriculum standards provide very specific goals and objectives and offer teachers the guidance they need about the specific knowledge students need to learn at each grade level.

CKLA provides teachers with a content-rich program that supports knowledge-based schooling in preschool through grade five. The overall approach of the CKLA curriculum is one of collaboration between grade level subjects. Expectations are increased student scores, accurate critical thinking, and overall continued success of all students. There is explicit instruction in the CKLA curriculum. Students are taught standards-based skills in reading, writing, listening and speaking. Students' knowledge and vocabulary in literature, history, geography, and science are also built in as part of their learning progressions.

Lincoln's faculty works collaboratively and diligently to accomplish these goals. They participate in weekly common grade level meetings as well as cross-curricular and multi-grade level meetings. This is achieved by teacher led professional development sessions. Topics are chosen on an as-needed basis and planning and preparation are done according to the District curriculum with a strong focus on the Pennsylvania State Standards. Teachers and administrators collaborate to ensure that PSSA preparation and Dibels (The Dynamic Indicators of Basic Early Literacy Skills) reading goals are being met at each grade level. Lesson planning is a team effort among grade levels and the focus consistently stays on the needs of the student as determined by classroom data. Standards are easily being met via the CKLA reading expectations.

1c. Mathematics

In Math, we have adopted the Ready Math curriculum. It is being implemented in grades Pre-K through grade five. It focuses on the Pennsylvania State Standards and Eligible Content for each grade level. The program is conversation-based. This allows students to discuss the variety of answers, methods, and ideas that are utilized when problem solving. Students are encouraged to share their thoughts, ask questions, and safely feel like they can ask for help. Practical topics are used in the questioning so students can relate to the question they are being asked to solve.

Lessons begin as teacher directed and then move to student centered as the week moves on. Student conversation, partner work, and explanations of thinking are embedded in this curriculum. Each unit describes vocabulary and begins with an opening activity. Each day of the week-long lesson is filled with questions for meaningful learning, hands-on activities, and enrichment for struggling learners. Tutorial videos are available to introduce and reinforce a concept. Each lesson has a quiz at the end to check for understanding, as well as an end of the unit assessment.

This math is presented in a student led learning environment with math discussions facilitated by the teacher. Each lesson is designed to be implemented over a 3-5-day period. Not only is it aligned to the Common Core standards, but it narrows down further to specific PA eligible content. The Ready Math lessons are designed for instruction to be presented in whole group format on Day 1 with an introduction of the skill, followed by a gradual release/independent practice approach over the next several days. During those days, teachers differentiate instruction by pulling small groups to work with struggling learners. This is done for skill reinforcement while others practice working independently.

Ready Math also uses an online resource, entitled iReady. The program is tailored to each student. In is intertwined to allow students to work on math skills at their independent level vs. their instructional level. This is where "gaps" are filled in, allowing each student to improve in areas that they are struggling with and/or behind.

The computer program begins with a diagnostic test to measure the students' ability and knowledge of a variety of mathematical concepts: Numbers and Operations, Geometry, and Word Problems. Students are then assigned a learning path, which coincides with the paper/pencil aspect of the curriculum. The topics/lessons that they engage in online will enhance the learning being taught in the teacher's lessons. They are given the lessons, practice, and testing in the online program. They are also given the Diagnostic test two additional times during instruction for Progress Monitoring. The students' learning path is adjusted via the iReady program according to the results of each test. Teachers can also adjust the learning path to accommodate students' needs. Students are required to use this program for 45 minutes each week.

Our overall approach is to educate students to be critical and compassionate thinkers who are ready to engage and change the world. We encourage creativity and questioning, as well as the ability to defend and

explain their thinking. We are a family-focused school and work hard to provide a loving, caring, and supportive atmosphere for our students. We encourage cooperative tasks that allow for the participation and expression of all.

1d. Science

The Erie School District provides science kits for each grade level in the upper grades. These kits are strictly hands-on. They do not contain textbooks. Students are required to journal their academic work, their research and their findings. The kits are filled with materials for students to explore and experiment. These are passed out to the students for hands on experiences. Some grade levels have live critters for students to observe and record.

Exit slips and journals are used at the end of each hands-on activity to monitor understanding. Each grade level kit builds on the prior year's knowledge. Three kits are implemented during the school year. With the science curriculum being hands-on, it lends itself to differentiation by the nature of the lessons.

Science is presented through our CKLA curriculum as well. Beginning in the early stages of learning (Pre-K – 2nd) students are exposed to topics that provide higher-level thinking skills. Anatomy of the eye, stages of a plant's growth, and the water cycle are just a sampling of the topics.

These topics are presented at each grade level and are then built upon in a spiraling format the following year. Higher level vocabulary, real world applications, experiments, and discussions are also a part of the experience.

Cooperative groups are utilized to ensure every student participates and demonstrates the skills needed to collaborate and develop projects that highlight their strengths. ELL and LS students can participate fully, and remediation lessons are available for the benefit of those students. Enrichment activities are available for students' who are gifted or have higher ability levels.

Assessments contain a variety of testing strategies such as multiple-choice questions, essays, and projects that help students display proficiency in various areas of study (vocabulary, application of concepts, real world situations).

Additionally, Scholastic News magazines are utilized as an additional resource in the science area. They provide a variety of resources (online learning, videos, games, activities, and skill practice) and can be adapted and/or modified to reach students of varying abilities.

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

Social Studies is presented to our students in a variety of ways. In our CKLA curriculum Social Studies topics are the focus of lessons in the Knowledge strand. Topics presented in each grade level are ones that will be built upon the following year. Higher level vocabulary is presented in relation to these topics. Books with pictures (for early grade levels) and accompanying text focuses on real-world topics that children are encouraged to investigate, analyze, and discuss.

Comprehension questions and discussions relating to current events are encouraged and utilized. Historical topics, as well as present day situations, are used as the foundation for learning. Assessments contain a variety of testing strategies such as multiple-choice questions, essays, and projects that help students display proficiency in an area of study (vocabulary, application of concepts, real world situations). Such topics will be expanded upon in the following grade level, so students are able to build on their knowledge each consecutive year.

ELL and LS students can participate fully in the program. Remediation work is also available to help differentiate lessons. The program also provides enrichment lessons/activities for students who are gifted or have higher ability levels.

In addition to the CKLA curriculum, Lincoln Elementary utilizes Scholastic News magazines as a supplement for our classes. Topics are presented that focus on current events, people, and historical themes. Scholastic News can be utilized in paper format or online. The online application provides learning games, activities, videos, and skills practices to enhance student learning. All materials are presented at a variety of levels, so students of all abilities are encouraged. Coursework is specifically geared to help them reach their fullest potential.

In the upper grades there is an emphasis on civil learning and responsibilities. Students work with their Kiwanis advisers, teachers, counselor, and principal to incorporate the K-Kids club. The impact of this program promotes civil responsibilities in our students. It helps them develop important social and emotional skills that will enable them to understand themselves and make meaningful connections with others.

The five core categories in their social and emotional learning are self- awareness, self- management, social awareness, relationship skills, and responsible decision making. Students obtain these skills through their participation as members of the club. Students gain civic responsibility through researching, planning, and implementing community service projects. They vote on officers and hold meetings throughout the school year with their advisers' present. The students decide what they can do to service their community. Officers have individually met with the Superintendent of our district at an informal luncheon. They have attended community-based meetings with adults who strive to change our community for the better. Recently, our K-Kids have had work sessions with VISTA members from the Mayor's Office. The goal was to target community problems and develop plans to try to fix these problems.

We have had the K-Kids Club at Lincoln Elementary School for the past 4 years. We have been a part of many service projects that make it possible for the students at Lincoln to obtain one of the major objectives of social studies education: growing civic minded citizens! Under our student offices all students in our building participate in service projects.

1f. For secondary schools:

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

The core curriculum in our Pre-K Program is Creative Curriculum. The Creative Curriculum for Preschool is a comprehensive, research-based curriculum that promotes exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. The philosophy is built on the fact that young children learn better when given the opportunity to be hands on. Creative curriculum is based on theories of development in young children, one being that young children learn from active participation in their environment and that play is a critical role in learning.

The use of the Pennsylvania Learning Standards for the Early Education Continuum assists in the alignment of planning to assure that goals are in sync with the Kindergarten Readiness Plan of our district. Constant discussion with our Kindergarten teachers keeps us abreast on which target learning skills are needed for the students. The K – 3rd grade Academic Standards builds the foundation of reading. Preschool is the foundation that provides the beginning reading base for students to ensure that they will all be reading by 3rd grade. This foundation includes phonological awareness, alphabetic principle and phonics, accuracy, fluency, and comprehension. We continually test our students using the Dibels test and then progress monitor throughout the year to measure growth. By doing this, we can isolate the skills they may need enrichment on and reteach them in order successfully move students academically.

Our PILI scores in Pre-K are recorded and placed in their permanent files. We consistently track their progress starting in 4-year-old preschool and continue until they leave our school in fifth grade. We have found that the students who attended Preschool have had higher Dibels scores. Included in our mission has been to visit households to meet with parents to show them the successful data so that they will be more inclined to enroll their children in our all-day preschool programs.

2. Other Curriculum Areas:

The art room at Lincoln Elementary is a warm and inviting environment where students are nurtured to become confident and creative thinkers.

Confidence and creativity are traits that students will use in all facets of their academic and personal lives. Students are greeted at the door before every class, welcomed to the art room, and given their first assignment. Before students even enter the room, they are considering their ideas for their “draw now” assignment. The draw now activity helps them to transition into art and begins their creative journey. At the completion of the draw now, the students are introduced to the lesson through visuals, teacher demonstration, videos, or other media pertaining to the art concept they will be exploring. All lessons are based around the PA Art Standards to include art making and art history.

Students learn to be confident in their work by achieving success. Success happens in the art room by starting at a fundamental level of art making and slowly building upon skills and understanding of concepts. When the students become confident in their ability to produce various types of art, they are more apt to express their creativity more freely. Students are acknowledged and praised often for their efforts and creative thinking.

We celebrate all the young artist’s work by displaying their art around our school. When students complete 5th grade and graduate to middle school, they have built the essential skills and knowledge required to continue their journey as confident and creative thinkers and artists.

In music class, we provide students the opportunity to explore and develop a lifelong appreciation of music. We do this through exposure to different musical genres, composers, vocal performances, and various musical concepts, all while learning a wide array of musical skills. These skills include how to sing, describe, perform, listen, create, read, and write music. Our music class is a creative and active learning environment where all students participate once every six school days.

The main framework used for music class is the Orff Schulwerk method. The Orff Schulwerk method is a way of introducing and teaching students music on a level that they can easily understand and make their own. Students at Lincoln are taught musical elements through singing, chanting, dance, movement, drama and the playing of percussion instruments. These musical elements include notation, dynamics, tempo, melody, and rhythm.

They are given the opportunity to perform for the community each year during our Christmas Concert. Each grade level performs a variety of holiday songs for their parents, family and community members.

The Lincoln Elementary physical education curriculum utilizes FIVE FOR LIFE. The FIVE FOR LIFE PROGRAM is a research-based, K-12 fitness and health curriculum that aligns with physical education and health standards. Using age-appropriate academic instructional units in an activity-based setting, the FIVE FOR LIFE Basic Program moves students through a continuum of learning without compromising activity time for students.

Lincoln Elementary P.E. includes the use of WELNET software. WELNET is designed to provide physical educators with a tool to gather student fitness data and communicate results. WELNET's modules offer a variety of tracking and assessment tools, including measuring the five components of fitness, checking students' understanding of fitness and health concepts, tracking students' health-related habits and behaviors, supporting student goal setting, produce reports in each module to analyze trends, and improve instruction and achieve program goals and outcomes.

The students also receive a health curriculum called ALL ABOUT LIFE. This curriculum is based upon our basic human values: truth, equality, honesty, dignity, self-respect, responsibility, and respect for others. It is intended to be inclusive of all families in the community.

Lincoln Elementary health and physical education courses offer pertinent health and P.E. literacy to support the essential skills and knowledge necessary for over-all student well-being.

We also have a garden club attached to the P.E. program. The students are an integral part of creating and maintaining the Lincoln Elementary School Garden. The caretakers of the garden are the students who are involved in our STEM, Enrichment Program. They work after school hours to plant, tend, and harvest the school garden each spring beginning in 3rd grade and continue harvesting in the fall of 4th grade. This all began as a part of the Erie School District's Sustainability Program known as BELONG (Becoming Empowered by Living Our Natural Gifts). This is a sustainability plan for Erie's Public Schools. This district-wide sustainability program focuses on understanding of, and action in, personal, community and environmental health, so that students are best able to fulfill their potential in a greener, 21st Century world.

We have a newly renovated library. We feel it is important to provide books for students that are colorful, more interesting and more diverse for our student population. Students of color are exposed to books about their own cultures and backgrounds. We developed a community partnership with the Kiwanis Club who provide books for our school month. Seniors from the organization come to read to the students and build relationships with them through the K-Kids program. This program teaches students how to follow Roberts Rules of Order, how to have officers, and how to work together to collaborate to help the community. Students research ideas then follow through with a project. This is one of the students' favorite groups that we offer.

3. Academic Supports:

3a. Students performing below grade level

Students at Lincoln Elementary participate in remediation programs that are tailored to their specific academic needs. Teachers examine test scores (DIBELS, PASI, and CDTs) and group students according to the area of remediation needed. Programs utilized are 95% Intervention Group and Haggerty Reading Program.

After student groups are formed, teachers provide 30 minutes of additional instruction to tier 2 and tier 3 groups each day. Upon completing 8 weeks of intervention groups, students are then progress monitored and groups are changed according to the needs of students. Every teacher is responsible for an area of instruction and student groups are based on indicated areas of student need. It is through this intervention grouping and skill instruction that students' proficiency increases. Increases are determined by examining the scores on DIBELS and CDT tests that are administered 3 times during the academic school year.

This extra intervention time implemented in our school is how we "Flood the Block". We do this with grades K-2. Not only does this help the students below grade level but it also helps the students at and above grade level.

One example of the programs used for interventions is called 95% Group. This is an instructional kit that helps improve reading practices and ensures success for struggling readers. It was very teacher friendly and provides materials, manipulatives and diagnostic instruments which allow us to implement interventions relating to phonological awareness, blending, phonics and vocabulary. Students are periodically screened and transferred into different intervention groups when necessary. We find this to be helpful as well as successful.

After screening our students using the 95% Group and analyzing our data from our district assessment, we group our students who have similar deficits and instructional needs. Each grade level is assigned the same intervention time. All students in each grade level are placed in an intervention group based on their needs. Classroom teachers, special education teachers, student teachers, school wide support teachers and aides all work together to instruct the same group every day. Students are taught at their skill level.

3b. Students performing above grade level

Students at Lincoln Elementary School that are scoring at and performing above the set grade level expectations are offered enrichment opportunities at their instructional level. Enrichment opportunities include the various curriculum platforms available through the Erie School District to include CKLA and

iReady Math. On the case by case discretion of the Regular Education Teacher, Principal, and parent or guardian, students at Lincoln are also afforded the opportunity to physically participate in classes with above grade level peers and teachers in order to receive advanced grade level core instruction.

Students who continue to excel above grade level enrichment opportunities and consistently out-perform their grade level peers may be referred for gifted assessment to determine their eligibility for special education gifted programming. Gifted referrals consist of a multi-disciplinary assessment including individualized cognitive and achievement measures, as well as a review of records to include state and local assessment data and curriculum-based assessments. In addition, qualitative measures include parent and teacher input and observations. For the purposes of education law in Pennsylvania the term "gifted" applies to a child who learns differently enough from most other children to require measures and methods beyond those used in the normal grade-level classroom.

Gifted students have needs that cannot be met meaningfully using only the regular, unaltered education curriculum. However, the regular education setting is where a GIEP should be focused. A GIEP that includes simple modifications to the Regular Educational program can make a substantial improvement in a student's daily experience in the classroom.

If found eligible for gifted special education programming, a Gifted Individualized Education Plan (GIEP) will be developed to include specific enrichment opportunity above the school-based curriculum to ensure that a student is continually making growth according to his or her own ability. GIEPs are managed by a Gifted Special Education Teacher that meets individually with and in consultation with the student's Regular Education Teachers at a frequency determined by the GIEP team to ensure their goals are being met. In addition, students who possess a GIEP participate in a district-wide enhancement project in which all students collaborate once per week on the development of an annual project. This pullout program is supplementary to the modifications to the gifted student's regular education programming. GIEPs are developed and revised at least annually.

3c. Special education

Students who receive push in and pull out Learning Support Services at Lincoln Elementary School have access to supplemental instruction through our CKLA and Ready Math curriculums. These students also receive adaptations, modifications, and accommodations on a case-by-case basis depending on the student's ability level and the needs addressed in their Individualized Education Plan (IEP). IEP's are completed annually with the IEP team. This team consists of the general education teacher, special education teacher, administration, parents/guardians, and other personnel related to the service's that are provided to the student. The team discusses what the student needs in order to be successful in school.

CKLA offers an assessment and remediation guide to aid the teachers in instruction. This guide helps break down the key skills that students need to master in each grade level in order to become successful and competent readers. There are different lessons for each unit that reteach and reinforce the lessons being taught in the general education classroom. This breakdown offers the students more individualized instruction needed to help slowly bridge the gap from their ability to the expected grade level. Within each Ready Math lesson there are additional workbook pages in the Teacher Toolbox for small group re-teaching. These pre-requisite lessons give the students hands on materials and multiple strategies to solve problems in a way that is easier for them to understand.

Both curriculums have a built-in technology component as well. They are Amplify Reading and iReady. These are great resources, especially for the children receiving special education services. The lessons that are on these websites focus on the students' personalized needs, allowing them to work independently at their own individual levels. It then lets the teachers know how they are doing, where they are struggling, and what skills they have mastered.

Additionally, Reading A-Z passages are used to assess growth. Reading A-Z provides teachers with 29 different leveled fiction and non-fiction reading passages. These passages help to build students'

comprehension and fluency in reading. The students are always being challenged and pushed to reach the next level.

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

Erie's Public Schools have a comprehensive educational program for English Language Learners. The goal of the ELL program is to provide students with the skills to function successfully in an English-speaking environment. The district offers the same support options for ELL students that are available to all students. Additional support systems are also available. The district collaborates closely with the International Institute (USCRI) and Multicultural Center (MCRC) to offer tutoring spoken the student's native language and workshops to help assimilate them into American society. They also provide interpreters to assist parents in communicating with school personnel and teachers.

ELL students are provided instruction to help develop proficiency in Speaking, Listening, Reading and Writing in social and academic settings. They receive support, at their Language Proficiency level, as they learn other required subjects such as science, social studies, mathematics and language arts. The instructional model which has been implemented at Lincoln Elementary includes Structured English Immersion (SEI) with ELL push-in and pull-out instruction. The ELL Pull-out method is used for ELL students who need additional support on specific skills. The ELL students are pulled out of their Language arts classes and work with the ELL teacher. The rest of the time they are in regular classrooms. The ELL Pull-out program is utilized in the primary grades. For example, in Language Arts, the ELL students are pulled out and broken into their subgroups with an ELL teacher. In all other subject areas, ELL students are included in the regular education classroom and receive instruction by the regular education teacher. ELL Push-in method is used as well where the ELL and regular education teachers collaborate to provide appropriate support for ELL students to be successful in the regular education classroom.

Yearly, in January/ February, the WIDA-ACCESS 2.0 test is given to every ELL student. ELL students are monitored to insure they are making adequate language proficiency progress. Based on their WIDA-ACCESS 2.0 score, ELL students may qualify to be exited from the program. Exited ELL students will be monitored for two years by each subject area teacher along with their previous ELL teacher. The regular education teachers adhere to a district checklist to ensure the ELL students maintain and/or continue to progress.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

All students begin their day by entering through the front doors. They are greeted with a hug, a smile, a song, or a special handshake. Without fail, all students are made to feel special before their day begins. During this time, we are checking uniforms, demeanor, and ensuring that they start their day on a positive note.

Morning announcements:

Each morning during homeroom, school wide announcements occur. Students recite the Pledge of Allegiance and the Lincoln Pledge, which is as follows:

I am kind and respectful

There is nobody like me

Intelligent is who I am and who I strive to be

As I climb the ladder of success

Toward a university to obtain my degree,

I promise to continue my education

To be the BEST me that I can be

In addition to school and community announcements, character education is shared. Topics include listening skills, kindness, how to be a good friend, test taking tips, relaxation techniques, African American History, Presidential facts, compassion, anti-bullying rules, acceptance, fire safety, generosity, and goal setting to name a few.

In response to student suggestions, the guidance counselor started the Bully Busters Club. Members consist of fifth grade students who are leaders and younger students who display an inclination towards bullying. Students meet during lunch every other week and discuss what bullying is and what students can do to prevent it. Members make anti-bullying posters for the school and participate in morning announcements.

Lincoln Elementary also has a peer mediation program. Currently, there are twelve fifth grade students who participated in a day long training to become peer mediators. These mediators assist students in grade 3-5 by solving peer issues. This has proven to be successful in resolving student conflict in a nonviolent manner.

In instructional practices we follow the Connie Moss Learning Targets Cycle of Instruction. Teachers received extensive professional development on the learning target cycle. They work in grade level PLCs to establish the learning targets, the success criteria, and the performance of understanding for every lesson. They do this together to ensure that what they believe to be a good learning target is close to the mark and written in kid friendly language.

Students need to be able to read the target and know the expectations of the lesson from start to finish. Some of the lesson strategies that teachers use for student engagement is turn and talk and circle time. During turn and talk students have ample time to express their thinking. This gives the teachers an opportunity to scaffold or modify the lesson. We utilize circle time in all grades. In the upper grades, students read a story then come to the carpet with their thoughts. A successful strategy we use during these activities are: one finger means something stood out to me and two fingers mean I want to add to what was just said. After the group discussion, students return to their desks to begin their writing assignment. In the

lower grades it is done the same way but with oral conversation than writing.

Students are also recognized as “Lincoln Lion Leaders”. Each quarter, every teacher selects a student who exhibits characteristics such as being fair, respectful, kind, trustworthy, and responsible. Also included are students who have shown growth in these areas. Nominated students receive a Lincoln Lion Leader pencil, participate in morning announcements, and have their name posted on a bulletin board in the main hallway. They also receive a letter to take home to parents.

2. Engaging Families and Community:

Students are recognized for academic achievement at the end of each quarter. A school wide assembly is held where students receive an award on stage. The categories are: Principal Award (all A’s), High Honors Award (all A’s and B’s), Honors Award (all A’s, B’s, and 1 C) and BUG Award (Bringing Up Grades) for those students who have shown significant effort, but haven’t yet reached honor level grades. Students’ families are invited to attend the awards assembly for the third quarter. We practice during the first and second quarter teaching student's proper etiquette and how an Awards Assembly should look before inviting guests to participate in the assemblies.

At the end of the year, graduation and move up ceremonies are held for fifth grade and prekindergarten students and their families. Kindergarten holds a family picnic to celebrate student accomplishments.

We believe family engagement is an important component of student success. Parent involvement has always been a difficult area, and we are always looking for ways to increase our family engagement. One program we have implemented at our school is the Parent Café. The Parent Café is a safe place where parents can gather to share their stories, experiences, worries, fears, and wisdom with others. The purpose of this program is to find and build community strength together. The Parent Café also provides an opportunity to help connect parents to resources that will help them solve any problems they may face when raising a family.

Parent Cafés are a nationally recognized peer to peer learning process to keep children and families strong. We have found success using the Parent Café. A few teachers, counselors and parents were all trained to be able to host other cafes. At the start of these meetings, a relaxed tone is set so everyone feels comfortable sharing with others. The discussions focus on 5 protective factors. They are: Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, Concrete Support in Time of Need and Social and Emotional Communication.

These factors all help to strengthen families through individual self-reflection and exploration, as well as from creating strategies based on their own knowledge and experiences. We want participants to leave the Parent Café feeling inspired, energized, and excited to put what they have learned into practice. We receive positive feedback from our parents expressing that they feel the Parent Cafés are helpful. Overall, we feel this program is beneficial for our students, parents, and school.

We have the CSBBH (Community and School Based Behavioral Health) Program housed in Lincoln. This is a program through Safe Harbor Behavioral Health of UPMC Hamot to meet the needs of our families. Through this program they provide services to the entire family. Students with significant behavioral issues are recommended for the program. Students receive services in school and at home with their household. The learn skills such as coping, how to handle interactions with others, and how to handle their own feelings.

We also interact with the Erie Police Department through our District’s GEARS Program. The Gear’s Program is an after-school program for students in grades 3 through 5. Students are involved in various activities with the officers. The activities vary from listening to speeches to playing kickball or basketball and anything else the students want to do. The officers are focused on getting to know the students and building meaningful relationships with them.

3. Creating Professional Culture:

Lincoln has worked diligently to create a professional culture. The district has created a “Strategic Planning Committee” that includes the ILT Team (Instructional Leadership Team). As a district, we meet with an outside consultant who works diligently with our school to properly develop and create plans utilizing administrators, teachers, parents, student data, and community partners in a shared vision for each school. We continually meet to check sustainability of our programs and make decisions based on student growth through academics, career planning, social and emotional levels to create well-rounded, self-sustaining individuals.

Teacher leaders then come back to school and present their findings. Discussions include root causes, growth indicators and next steps based on the data. Teachers work in PLCs to assist other teachers in modeling lessons, lesson planning, assessment understanding and data gathering in order to modify lessons and teach to each individual student at his or her academic and skill level.

The training is not only to improve the academic growth of the students, but also to improve the professional repertoire of the teachers through revised learning targets and success criteria, classroom set up, and the ability to make parents feel welcomed and heard.

Teachers take ownership for their decisions and work diligently to create a plan and implement steps in carrying out that plan. Each grade level plans together and then looks at student data and discusses area of strength or weakness. The school wide interventionist assists at times to cover classes so that can watch each other teach and give constructive feedback for improvement that is not evaluative.

Teachers and Administration have worked together for eight years building a positive relationship and school culture where everyone can honestly express their true feelings without feeling that there will be negative consequences. We do not have union issues currently because of the open honest culture.

This culture provides for true growth. We work together to build our repertoire of strategies and to build academic growth in our students. We first look at the data, and the standards; then review the curriculum to ensure that all the standards are being covered at each grade level. We continually look at data and make modifications where needed. Teachers feel successful when their students are successful academically, emotionally and socially.

At Lincoln, we celebrate our successes no matter how big or small. The administration provides luncheons, dinners or tokens of our appreciation as our way of saying thank you.

4. School Leadership:

Our school leadership style is one of collaboration. There are two school administrators, one counselor and one behavior specialist, two school-wide specialists, and a group of dedicated teachers and supportive staff.

There are no big “I’s and little you’s” at our school. We operate as equals. The Principal, Vice Principal and Behavior Specialist share the discipline. We have emotional support students with significant behaviors. Having our behavior in check is our number one priority. We need to establish a safe, loving, academic culture for all. Everyone takes part in the expectation of good behavior. In the district, elementary schools have more leeway to make decisions about behavior consequences. Therefore, no student is suspended more than two days unless it is an extreme circumstance.

We need students to be in school, safe and focused. Our slogan is “We are the Happy Place Where Dreams Come True” We instill that in our students every day when greeting them at the door as they enter.

Students begin with positive encouragement as they walk to class. We ask about their feelings, homework and express that we are coming to class to witness their smart thinking.

The Principal meets with the grade level teams when they come together for PLCs. We discuss goal setting

and student performance. When looking at the data, we focused on the number of students that we can move to the next achievement level. Using data, teachers identify the number of students below basic, basic and proficient who are able to be moved. They can usually identify between 7 – 9 students that they feel are capable to go to the next level with intense instruction in reading and mathematics. Teachers give continual feedback at our data summit on how the plan is going. They discuss if the students are reading at their goal or not; then focus on what strategies need to be addressed or modified.

The Principal and Vice Principal conduct walkthroughs and observations. We check for the learning targets, success criteria and performance of understanding. We also discuss the PA released items for reading math. We then look at student work to see if students are mastering the concepts. This is an ongoing process. It is also important for the Principal to learn the names of all students and to call them by their name. This shows them that they are important.

The Vice Principal mainly deals with discipline and observations. We divide the duties evenly.

The Behavior Specialist is very proactive in his approach with students and their families. Targeted students check in with him daily. He reviews their behavior charts and offers incentives for completed work and good behavior. Students enjoy spending time with him so most days this approach works.

All teachers and support staff work together to provide for the needs of all our students. We make them feel loved and listened to. Through our interactions and encouragement, we help them realize that they can successfully do the work.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One strategy that we place a strong focus on is text dependent analysis. We worked with grades 4 and 5 modeling and teaching students how to annotate and express their evidence in writing.

We first looked at the PA Released Items in Reading. We closely read the criteria for what a score of a 4, 3, 2, and 1 look like. We met collectively to discuss how we were going to get students to accomplish this.

In the beginning phases of our work we realized from looking at student work that we needed to regroup, which we did. We needed to read the stories together to ensure that we had the same understanding of the story first. Then we wrote the critical analysis ourselves. After our discussion and review of our prepared analysis, we then discussed how to write a prompt, followed by how to determine if it was a good one. If we could answer the question, we felt the prompt was a usable one.

We gave the story to the students by modeling line by line how to annotate. After two paragraphs, we stopped giving instruction and had the students complete the task along with us, encouraging them to do all the talking. We have found that the “I do/You do/We do” model works well in teaching students as well as for promoting engagement.

When the annotating was finished, we gathered students to the carpet to discuss the story and share evidence. Students were also asked to share where they found their evidence. Students were instructed to not only make statements, but to prove their thinking.

After discussion, students were directed by to their seats. We then reviewed the rubric with the students, answered questions, and sent them on their way writing. Again, we met in our PLCs to analyze student work. It appeared to us that we needed to revamp the rubric; so, we created another one. We use the RACE (Restate the question, answer the question, cite your evidence, then explain your evidence.) We felt that we needed to rewrite it in a kid-friendly format.

The classroom teacher along with the Principal modeled lessons and reviewed student work with the students. We offered incentives for good evidence. The more a student proved his/her case on each paragraph the better the incentive. Students were all diligently working. They love free time with the behavior specialist, a basketball challenge with the principal, a speed race with the principal and whatever other challenge was agreed upon.