Lincoln School, Mount Vernon

Educators at Lincoln attribute their lack of an achievement gap in ELA to a variety of factors related to programs, instruction, collaboration, and other best practices in the school.

Excerpt from Lincoln School 2010 “Recipe for Success”

NEW YORK STATE ELA ASSESSMENT

After careful examination of our test results, we feel our scores, which reflect no achievement gap between racial and socioeconomic groups, can be attributed to the following:

- Guidance and support from the School Administrator, George C. Albano
- Implementation of a Balanced Literacy Program in Grades K-6
- Flexible grouping and push-in/pull-out academic intervention services based on needs
- Daily reading at home through school-wide incentive programs, the “Book in the Bag” program, R.I.F. Program, and Summer Reading Program
- Early Intervention: preparation began in second and third grades for our present fourth graders. Through mentoring, resource, staff development, and push-in services by the school specialists, these students were provided with the strategies, materials, and instruction needed to help them progress in the Standards
- Ongoing diagnostic assessment and NYS Replica Testing
- Weekly meetings with specialists and fourth grade teachers
- After-school ELA Tutoring/Enrichment Program for grades 3 and 4
- Increase in parental involvement generated by evening meetings
- Assistance from art, music, gym, and media teachers
- Creation of a Teacher Resource Center
- Guidance, mentoring, and instructional support from the ELA specialist

Mount Vernon, Lincoln School
Study Year: 2010-11

http://les.sharpschool.net/