

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12   
Charter

Name of Principal Mr. Stephen L. Foster  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 9601 East 21<sup>st</sup> Street  
(If address is P.O. Box, also include street address.)

Indianapolis Indiana 46229-1768  
City State Zip Code+4 (9 digits total)

County Marion State School Code  
Number\* 5375

Telephone ( 317 ) 532-2853 Fax ( 317 ) 532-2889

Web site/URL http://lakeside.warren.k12.in.us E-mail sfoster@warren.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent\* Dr. Peggy Hinckley  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name MSD Warren Township Tel. ( 317 ) 869-4347

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

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

Name of School Board President/Chairperson Mrs. Susan P. Switzer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)\*Private Schools: If the information requested is not applicable, write

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       11   Elementary schools  
    3   Middle schools  
    Junior high schools  
    1   High schools  
    3   Other (Early Childhood, Renaissance, Walker Career)
- 18   TOTAL

2. District Per Pupil Expenditure:      \$6,477   
     Average State Per Pupil Expenditure:  \$6,025

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

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.    6    Number of years the principal has been in her/his position at this school.  
       If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	34	27	61	8			
1	38	29	67	9			
2	42	45	87	10			
3	48	32	80	11			
4	49	46	95	12			
5	54	42	96	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>486</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>40</u>         | % White                          |
| <u>54</u>         | % Black or African American      |
| <u>4</u>          | % Hispanic or Latino             |
| <u>1</u>          | % Asian/Pacific Islander         |
| <u>1</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 22 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	61
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	47
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	108
<b>(4)</b>	Total number of students in the school as of October 1	490
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.220
<b>(6)</b>	Amount in row (5) multiplied by 100	22.0%

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 317

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{13}{65}$  %  
 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 categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>16</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>        </u>
Classroom teachers	<u>25</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>19</u>	<u>        </u>
Total number	<u>49</u>	<u>4</u>

12. Average school 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

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	97 %	97 %	97 %	96 %
Daily teacher attendance	96 %	97 %	97 %	96 %	96 %
Teacher turnover rate	7 %	17 %	16 %	17 %	4 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III – SUMMARY**

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Lakeside Elementary is an urban school that serves a diverse student population of approximately 500 students. The school is located in Indianapolis in the east central section of Marion County, which is called Warren Township. Our students come to us from government-subsidized homes, low-income apartments, and blue-collar single-family homes. We have a mobility rate of over 22%. Our locality is transitioning to a more poverty-stricken community with an increase in crime and empty store fronts. The Indiana Business Journal reports that of the nine townships in Indianapolis, Warren Township is ranked first in the number of foreclosures and bankruptcies, and second in poverty level, small business closures and in abandoned homes. Nearly 64% of our students live in poverty based upon free and reduced lunch statistics. Our student body is naturally integrated and includes 54% African Americans, 40% white, 4% Hispanic, 1% Asian, and 1% American Indian.

Our success is driven by our highly qualified staff and their belief that all children can learn. Our mission states that *Lakeside has the responsibility to provide diverse opportunities for learning as appropriate for each student to become productive members of society.* Although some might view our circumstances as an unattainable challenge, our dedicated staff embraces our students and community as an opportunity for possibilities. We have a reputation for helping students achieve by mastering academic standards through differentiated instruction, positive teacher/student relationships and respectful discipline practices.

Lakeside has experienced exceptional success. We have been nominated for the National School Change Award by our State Superintendent for making significant positive changes; the Indiana Department of Education cited Lakeside as one of Indiana's top Title I schools for exceptional student performance; and we have met the requirements for Adequate Yearly Progress as determined by the NCLB Act for 2002, 2003, 2004, 2005 and 2006. Schools from Indiana and Chicago, Illinois have scheduled visits to Lakeside to learn from our teachers.

We reach our goals through many successful strategies including the implementation of our Plan-Do-Check-Act program to reach all children, regardless of race or socio-economic status. This plan uses total quality management principles blended with effective schools' research producing a systematic framework for change. The components of this process are: disaggregating data, aligning standards within instructional timelines, delivering effective lessons, giving frequent assessments to drive instruction, providing 30-minute tutorial and enrichment opportunities for every student during the school day, implementing regular maintenance activities to reinforce previously taught skills and monitoring progress by administrative observations and data meetings with grade level teams at three-week intervals.

The *Tier 3 Literacy Model* is another strategy that has impacted student achievement. Tier I is comprised of a 90 minute core reading program utilizing both large and small groups and includes instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Data is collected to determine student needs and inform instruction. Tier II is an additional 30 minutes of small group reading instruction as a secondary intervention for students who still struggle with reading on grade level. Children who reach grade-level skills are exited while students who are not making adequate progress receive Tier III tutoring for an additional 30 minutes of small group intensive instruction.

Students receive additional support from retired adults in our community (OASIS), high school varsity football players (Literacy through Leadership), university practicum students, extended day tutoring, Reading Adventure Summer Camp, summer school, after-school clubs and 1<sup>st</sup> grade Reading Club. Parents volunteer an average of 221 hours each year helping in our classrooms. Our PTA donates many hours of time to our children by organizing family activities, cultural enrichment programs and providing financial support to our school. We average 99% attendance at parent conferences.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

Lakeside teachers use a variety of assessments, both formative and summative to drive instruction. Since we have a high mobility rate, all students are given the Developmental Reading Inventory (DRA) to assess reading levels in decoding and comprehension at the beginning of the school year. Teachers then level students for their guided reading groups to insure success and growth with all students as they begin a new school year.

Using district developed assessments every three weeks to appraise the level of mastery on the indicators of the Indiana State Standards in English/language arts and math, teachers gather and analyze data to make informed instructional decisions for reading and math blocks as well as to group students for our daily 30-minute tutorial and enrichment Success Period. These assessments are formative in nature and systemically capture a snapshot of how students are doing academically so that teachers can monitor and adjust instruction for continuous progress.

Additionally, students in grades 3-5 take the state mandated Indiana Statewide Testing for Educational Progress (ISTEP+) each September. This criterion-referenced test is used to determine if students have mastered the standards from the previous year. It determines if schools are making Adequate Yearly Progress (AYP) in all subgroups as required by Indiana's Accountability System for Academic Progress established by PL 221 and the No Child Left Behind Act of 2001. After the state announces cut scores for each test, students are placed into a Pass Plus, Pass or Do Not Pass category. Subgroup data is then disaggregated for gender, race, socioeconomic, and special education if 30 or more students fall into the category. Information for Lakeside may be found at the following website address:

<http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=5375>. In addition to the required state testing, we also administer the Terra Nova, 2<sup>nd</sup> Edition to obtain norm-referenced data and measure cognitive ability for students in grade 2-5.

In spite of the onset of many new students, most living in poverty and having the potential to detrimentally impact our scores, we make no excuses and embrace everyone as capable learners. Our increases in test scores reflect this mindset. After implementing data-driven staff development with high teacher and student expectations beginning in 2002, we have consistently made gains with an increase of 23 percentage points from 2002-2007 for students passing both Language Arts/Reading and Math. We have repeatedly surpassed our district and during the last four years, we have exceeded the state averages for grades 3-5. We have met the AYP requirements annually since its inception in 2002. The IDOE has designated Lakeside as an Exemplary School per the PL221 performance and improvement requirements.

### **2. Using Assessment Results**

Lakeside has embraced the power of desegregating data to help us raise the bar for learning and instruction. It has provided the focus for our school improvement plan and anchors our staff development plan. The staff reviews our ISTEP+ and Terra Nova results using the data to generate discussion as they look for trends and gaps in student learning among subgroups. The teachers then make informed decisions about their instructional focus. This data is vital to planning staff development as we match student learning gaps with teachers' instructional skills. The ISTEP+ is also vital to identifying students for our Jumpstart Summer School, extended day tutoring, and gifted/talented placement.

The district 3-week assessments are essential in planning our daily remediation/enrichment Success Period to form flexible groups for prescriptive intervention. This real time data is powerful as teachers use the information to plan their instruction during their reading and math blocks. The data plays an important role in planning maintenance activities to reinforce previously taught skills. Teachers report the information gathered from the assessments on Learning Log spreadsheets which color-code students'

mastery (M), partial mastery (PM) or non-mastery (N) by state standard indicators. The classroom reports are sent to the principal, and he compiles the information for each grade level showing the percentages of M, PM, and N. The teachers meet every three weeks with the principal for Learning Log meetings to discuss teaching strategies and interventions based upon the findings.

Teachers use the DIBELS and Developmental Reading Inventory to plan for guided reading groups, Tier II placement, Summer Reading Adventure Camp and the First Grade Reading Club. Teachers meet weekly to collaborate and plan for instruction based upon all available data including class work and summative tests.

Using writing rubrics, students add writing pieces to their portfolio four times a year. The portfolio is passed to the next year's teachers where more writing is added to show growth for the teacher and parents.

### **3. Communicating Assessment Results**

Lakeside uses a multitude of ways to communicate formal and informal assessment results to parents and the community. Regular class work records are reported through 9-week standards-based report cards, midterm reports, assignment notebooks, and fall and spring parent conferences. Teachers regularly communicate through phone calls and notes as well.

State testing information is reported in our *Lion's Roar* weekly newsletter, the local daily newspaper, the state testing website and our school website found at <http://lakeside.warren.k12.in.us/standardized/>. Parent copies of ISTEP+ and Terra Nova results are sent home. Parents are encouraged to schedule appointments with the principal, dean or classroom teacher to help interpret the results. Our spring parent conference is designed to discuss testing results with parents. Prior to fall testing, the principal arranges "test-talks" with students who are on the "bubble" for meeting pass or pass plus benchmarks. Together they discuss individual results and set learning goals.

The principal and/or literacy coach reports school goals, achievement results and how parents can support learning at all academic focused parent functions. These include PTA meetings, Back-to-School Night, Family Literacy Night, Family Math/Science Night, Title I Parent Night and fifth grade graduation.

### **4. Sharing Success**

Sharing our success has become a natural process in our school improvement progression. At the local level, all eleven elementary principals meet with our Associate Superintendent at bi-weekly meetings and discuss instruction, leadership, technology, and components of the eight-step process. This avenue supports our systemic approach to learning structures, academic programs, educational research and achievement. As a collegial group, the principals share their school successes while supporting and encouraging each other.

Specifically at Lakeside, graduate students from Indiana University collected data from our school for their research on effective leadership in urban schools. The principal of Lakeside speaks regularly to undergraduate education students at Indiana Wesleyan University (IWU) about urban school success and to graduate students majoring in education administration at Butler University. Through these lectures, university students have visited us and applied to student teach at Lakeside. We have recently entered into a partnership with IWU allowing their students to do their practicum requirements at our school. The principal gave a series of Teacher Expectations for Student Success (TESA) workshops for teachers in Hamilton Southeastern Schools-Fishers, Indiana.

Our teachers have been invited to present our successes and programs at school board meetings and to 1<sup>st</sup> and 2<sup>nd</sup> year teachers in the school district. After receiving recognition from the IDOE, our literacy coach and principal spoke at the Title I State Leadership Conference.

We have regular visitors at Lakeside from district administrators, principals and teachers to learn about our Plan-Do-Check-Act approach to school improvement. Visitors come from Gary, Indiana; Chicago, Illinois; Indiana Title I office, Hancock County Joint Special Education Services-Greenfield, Indiana, and Greenfield Community Schools-Greenfield, Indiana. The visits involve all teachers in sharing the “Lakeside Way to Success” with others.

The Lakeside principal is one of three administrators serving on the Middle School Assistance Team to help middle school principals and teachers implement strategies and structures to improve test scores at the middle school level.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum**

The curriculum at Lakeside Elementary School is aligned with the Indiana Academic Standards and the district instructional calendar. These two sources provide an excellent framework that ensures continuity and rigor within our school. The instructional calendar provided by the district is the result of input by teachers throughout the district. It paces the standards and provides formative assessments in three-week cycles. With a high degree of mobility within our district, the consistency of our curriculum is something that has been very beneficial for our students. Teachers are extremely knowledgeable of the standards in all areas of the curriculum.

In language arts, teachers provide instruction through daily reader's and writer's workshops. Students are taught at their instructional levels, which provides for optimal learning. In reading, teachers use a balanced approach to literacy, focusing on the five components of reading: phonemic awareness, phonics, comprehension, vocabulary, and fluency. Students are engaged in reading for at least 90 minutes each day. Students spend between 30-60 minutes daily in our writing curriculum. There is a strong emphasis on the writing process, which includes prewriting, drafting, revising, editing, and publishing. A writer's workshop approach provides choice, which is very motivating for students. Writer's workshop helps to build upon the individual needs of the students and allows for extra practice of the skills taught in the curriculum. Opportunities such as our Family Literacy Night and Reader's Theater presentations allow students to demonstrate their reading skills.

The mathematics curriculum provides students with a strong understanding of mathematical concepts. Students are taught in a variety of ways, often using hands-on materials to enhance learning. Each of the mathematics standards (number sense, computation, algebra and functions, geometry, measurement, and problem solving) are addressed daily through teacher-made maintenance activities. This continued visitation of each standard has helped to strengthen student knowledge and understanding of mathematical concepts. During the 60-minute math block, teachers imbed problem solving activities that directly relate to the indicator being taught.

Social studies, science and health are often integrated with language arts to provide an integrated approach to learning. Students investigate and learn about topics related to a specific theme. For example, if students are reading about magnets, they may participate in a science experiment related to magnets during their science time. In writing they may write about the results of their experiment. This integrated approach helps students to make connections in their learning. It also helps to maximize the use of time throughout the school day. The 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers have participated in comprehensive staff development to teach non-fiction reading in the content areas. Teachers plan our annual Science Family Fun night and involve the science community while engaging our students in activities that support the Indiana academic science standards.

Students receive instruction in the areas of art, music, or physical education each day. The unified arts team incorporates our core curriculum into their lessons and enhances the students' reading and writing skills through our school wide focus on reading comprehension and writing skills.

Learning is expanded at all grades through academic learning trips; attending plays and musicals; and inviting resource community patrons into the classrooms. Fourth and fifth graders attend Peace Learning Center, a program that teaches conflict resolution; and fifth graders participate in Exchange City, a Junior Achievement economics program, and attend the Beef & Boards Dinner Theater.

Our students have ample opportunities to give back to the community by participating in service projects. All grades participate in our paper recycling program and canned food drives sponsored by a

neighborhood church. To gain a global perspective, students collect school and hygiene materials for HIV+ orphans and Masai students in Kenya. Fourth and fifth graders have the opportunity to serve through our Leadership Club.

## **2. Reading**

Using effective schools research, our teachers follow instructional timelines; disaggregate and analyze data to plan instruction; deliver purposeful lessons; use frequent assessments; provide tutorial and enrichment time during the school day; and provide maintenance lessons to reinforce previously taught skills. Our 90-minute block of uninterrupted reading instruction allows teachers to implement a balanced reading approach. Teachers work with whole groups of students, small groups, and individual students. The whole group time may involve explicitly taught mini-lessons, shared reading experiences, or read alouds which model good reading. Whole group lessons focus on the five components of reading: phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teachers teach students at their instructional reading level in small, guided reading groups. While working with guided groups, remaining students are involved in meaningful reading activities at literacy work stations. When students are reading independently, teachers are able to confer one-on-one with students meeting individual needs. Teachers meet frequently in grade-level teams to discuss student progress and appropriate interventions for reading instruction. The daily schedule provides 30 additional minutes of small group reading instruction as a secondary intervention for struggling readers. Students who reach grade-level skills are exited, while students who are not making adequate progress receive 30 more minutes of intensive small group reading instruction.

Books in our reading room have been leveled according to the Fountas and Pinnell leveling system. These texts are a great resource to use when instructing students at a level which is appropriate for them. We subscribe to Reading A-Z, another resource with a huge variety of leveled texts. These resources, along with our school and classroom libraries, help to assure that students have access to books at school and at home.

Lakeside has adopted a balanced literacy approach to reading, focusing on meeting the needs of individual students. Through continual assessment and regrouping of students, instruction is tailored for each child. Teachers are able to work with students within their zone of proximal development to provide optimal learning.

## **3. Mathematics**

Teachers at Lakeside devote 50 minutes to mathematics instruction each day and deliver effective lessons that are engaging and incorporate problem solving daily. Staff members have made a tremendous effort to teach to each strand of the Indiana Academic Standards in the area of mathematics on a daily basis. The math period begins with a math maintenance activity where all six Indiana math standards are reviewed. Teachers have developed activities that students complete each day to practice one problem in each of the following standards: number sense, computation, algebra and functions, geometry, measurement, and problem solving. We attribute our high math scores to this review coupled with the daily problem solving that is related to the guided practice portion of instruction.

Teachers regularly utilize hands-on materials including wipe-off boards, math games, and manipulatives to teach mathematical concepts. Students practice math facts until they attain mastery and it is not unusual to find teachers using our “line maintenance” concept of using the restroom or lunch line as a time to practice math concepts.

With a common instructional schedule and preparatory time at each grade level, teachers are able to plan together to create lessons that will help students acquire the skills necessary to be successful mathematically. Additionally, teachers deliver objective-focused math lessons according to the district

instructional calendar. Students are assessed at three-week cycles on specific skills. Then time is allotted for reteaching students who have not mastered the specific skill while enriching those who have. Throughout the school year, maintenance activities are used to ensure that students retain learning in mathematics. Intermediate grade students utilize math skills in an authentic way by maintaining and operating the school bookstore 3 days per week.

#### **4. Instructional Methods**

Proven practices are the foundation for instruction at Lakeside. As we gain new knowledge through professional reading, practitioners in the field and educational consultants (Larry Lazotte, Pat Davenport, and Mary Lynn Woods), Lakeside teachers become excited to transfer their newfound knowledge into practice. Secondly, our instruction centers on treating children with dignity and respect and developing positive relationships so that students view themselves as learners. School-wide procedures are in place to encourage positive behavior and keep transitions speedy and quiet so that learning can be maximized.

Teachers deliver lessons that are well-planned using their instructional calendars and assessment data. Social studies and science are integrated within the reading and mathematics blocks using non-fiction reading strategies. During reading and math blocks, review activities take place based on the students' schema. Whole group instruction takes place and then small groups may work in differentiated work centers, or participate in a guided reading group or a mini-lesson with the teacher. Students learn to work independently and with partners. As teachers instruct with rigor, they move the students to higher level thinking and help students learn to ask questions as the students engage in their learning.

Our unified arts teachers embrace the instructional calendar and incorporate the academic indicators into their respective areas. For example, in physical education, the student may run a relay to find the answer to a math problem in a pile of laminated answer cards. In art, students may use x and y coordinates on a graph to replicate a famous masterpiece. And in music, students may use comprehension strategies as they analyze the lyrics to a song and then write a compare and contrast essay.

Technology is used to support instruction. Standards-based software, web-based learning, video streaming, iRespond units, handheld computers and interactive white boards are used at classroom workstations as well as the computer lab.

#### **5. Professional Development**

The staff development program at Lakeside Elementary is purposeful, systematic and based on the foundation that when teachers teach each other through coaching, demonstration classrooms, study groups and facilitation of staff in-service, instruction improves, knowledge of the curriculum is enhanced, and student achievement rises. Our staff development goal states that all teachers at Lakeside will experience high-quality, school-based professional development that transfers to sustainable instructional practice and drives student achievement.

Our success with this model is supported by a safe learning environment where teachers embrace new teaching strategies. Respect, professional working relationships and administrative support is pervasive. Staff development is planned after reviewing state criterion test data, norm-referenced data, district assessments, principal observations, teacher feedback, literacy coach appraisal, teacher surveys, staff evaluation of professional development meetings and three-week student data reviews with the principal.

After we analyze student learning gaps compared to our state standards and teachers identify areas for individual improvement, a comprehensive research-based plan is developed to sustain new instructional practice with teacher accountability. The plan offers differentiated in-service so that learning objectives meet the needs of individual teachers.

We ensure accountability by asking teachers to develop demonstration classrooms for other teachers, to bring evidence of student learning to staff meetings, to participate, plan and facilitate staff development and to schedule observations and feedback meetings with our literacy coach. Teachers receive on-going administrative support and monitoring through classroom walk-through visits and formal evaluations. Our literacy coach provides customized, relevant and ongoing support to classroom teachers through assisting with staff development, facilitating study groups, modeling best practices and giving feedback to teachers.

The plan remains flexible and is adjusted as data changes. Our literacy coach, principal, staff members and outside consultants facilitate staff development at bi-weekly staff meetings, district-planned half-days, after school and summer opportunities. Teachers also devote grade-level weekly meetings to collaborate on student achievement and instruction for their grade level. Evaluation of the program shows that as our teachers have gained and implemented new skills, we are closing the achievement gap with all subgroups.

## PART VII – ASSESSMENT RESULTS

<b>Lakeside Elementary School State Criterion-Referenced Tests</b>					
<b>Grade 3 English Language Arts-----Percent at Pass and/or Pass Plus</b>					
	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
<b>Testing month</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>
<b>% At Pass and Pass +</b>	70	80	74	79	73
<b>% At Pass +</b>	25	28	21	19	7

### Language Arts Trend Data for Grade 3: ISTEP+ (CTB/McGraw-Hill)

<b>State Average</b>	74	75	75	74	72
<b>Number of students tested</b>	80	89	101	91	80
<b>Percent of total students tested</b>	100	100	100	100	100
<b>Number of students alternatively assessed</b>	0	0	0	0	0
<b>Percent of students alternatively assessed</b>	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Female</b>					
<b>% At Pass and Pass +</b>	76	79	72	74	70
<b>% At Pass +</b>	31	33	19	7	5
<b>Number of Students Tested</b>	32	48	53	46	44
<b>2. Male</b>					
<b>% At Pass and Pass +</b>	65	80	77	84	75
<b>% At Pass +</b>	21	23	23	13	8
<b>Number of Students Tested</b>	48	41	48	45	36
<b>3. Black</b>					
<b>% At Pass and Pass +</b>	56	71	56	64	57
<b>% At Pass +</b>	9	12	8	0	0
<b>Number of Students Tested</b>	43	41	48	39	35
<b>4. White</b>					
<b>% At Pass and Pass +</b>	84	85	89	93	82
<b>% At Pass +</b>	41	43	35	11	10
<b>Number of Students Tested</b>	32	40	46	44	39
<b>5. Free Lunch</b>					
<b>% At Pass and Pass +</b>	58	69	66	74	56
<b>% At Pass +</b>	11	15	10	2	11
<b>Number of Students Tested</b>	53	52	62	47	46
<b>6. Special Ed.</b>					
<b>% At Pass and Pass +</b>	NA	NA	50	68	NA
<b>% At Pass +</b>	NA	NA	14	16	NA
<b>Number of Students Tested</b>	NA	NA	14	19	NA

<b>Lakeside Elementary School State Criterion-Referenced Tests</b>					
<b>Grade 3 Math-----Percent at Pass and/or Pass Plus</b>					
	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
<b>Testing month</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>
<b>% At Pass and Pass +</b>	71	81	71	68	59
<b>% At Pass +</b>	24	19	20	10	6

**Math Trend Data for Grade 3: ISTEP+ (CTB/McGraw-Hill)**

<b>State Average</b>	72	73	73	71	67
<b>Number of students tested</b>	80	89	101	91	80
<b>Percent of total students tested</b>	100	100	100	100	100
<b>Number of students alternatively assessed</b>	0	0	0	0	0
<b>Percent of students alternatively assessed</b>	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Female</b>					
<b>% At Pass and Pass +</b>	78	77	72	70	50
<b>% At Pass +</b>	22	19	13	16	5
<b>Number of Students Tested</b>	32	48	53	46	44
<b>2. Male</b>					
<b>% At Pass and Pass +</b>	67	85	77	67	69
<b>% At Pass +</b>	25	21	27	22	11
<b>Number of Students Tested</b>	48	41	48	45	36
<b>3. Black</b>					
<b>% At Pass and Pass +</b>	60	71	56	56	46
<b>% At Pass +</b>	19	7	8	3	3
<b>Number of Students Tested</b>	43	41	48	39	35
<b>4. White</b>					
<b>% At Pass and Pass +</b>	81	90	89	77	67
<b>% At Pass +</b>	31	33	28	27	10
<b>Number of Students Tested</b>	32	40	46	44	39
<b>5. Free Lunch</b>					
<b>% At Pass and Pass +</b>	60	73	66	53	41
<b>% At Pass +</b>	13	13	15	9	13
<b>Number of Students Tested</b>	53	52	62	47	46
<b>6. Special Ed.</b>					
<b>% At Pass and Pass +</b>	NA	NA	50	58	NA
<b>% At Pass +</b>	NA	NA	0	16	NA
<b>Number of Students Tested</b>	NA	NA	14	19	NA

<b>Lakeside Elementary School State Criterion-Referenced Tests</b>				
<b>Grade 4 English Language Arts-----Percent at Pass and/or Pass Plus</b>				
	<b>2006-07</b>	<b>2005-06</b>	<b>2004 -05</b>	<b>Testing for grades 4-5 was implemented in</b>
<b>Testing month</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>	
<b>% At Pass and Pass +</b>	84	77	77	
<b>% At Pass +</b>	20	14	13	

<b>State Average</b>	75	74	73	
<b>Number of students tested</b>	95	102	93	
<b>Percent of total students tested</b>	100	100	100	
<b>Number of students alternatively assessed</b>	0	0	0	
<b>Percent of students alternatively assessed</b>	0	0	0	
<b>SUBGROUP SCORES</b>				
<b>1. Female</b>				
<b>% At Pass and Pass +</b>	83	77	82	
<b>% At Pass +</b>	26	13	14	
<b>Number of Students Tested</b>	46	47	45	
<b>2. Male</b>				
<b>% At Pass and Pass +</b>	86	78	73	
<b>% At Pass +</b>	12	14	12	
<b>Number of Students Tested</b>	49	55	48	
<b>3. Black</b>				
<b>% At Pass and Pass +</b>	83	69	63	
<b>% At Pass +</b>	7	2	0	
<b>Number of Students Tested</b>	46	48	38	
<b>4. White</b>				
<b>% At Pass and Pass +</b>	83	84	85	
<b>% At Pass +</b>	32	24	22	
<b>Number of Students Tested</b>	41	49	46	
<b>5. Free Lunch</b>				
<b>% At Pass and Pass +</b>	76	67	65	
<b>% At Pass +</b>	9	8	4	
<b>Number of Students Tested</b>	54	60	49	
<b>6. Special Ed.</b>				
<b>% At Pass and Pass +</b>	NA	33	44	
<b>% At Pass +</b>	NA	0	6	
<b>Number of Students Tested</b>	NA	15	18	

**Language Arts Trend Data for Grade 4: ISTEP+ (CTB/McGraw-Hill)**

<b>Lakeside Elementary School State Criterion-Referenced Tests</b>				
<b>Grade 4 Math-----Percent at Pass and/or Pass Plus</b>				
	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>Testing for grades 4-5 was implemented in</b>
<b>Testing month</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>	
<b>% At Pass and Pass +</b>	85	87	81	
<b>% At Pass +</b>	41	32	22	

**Math Trend Data for Grade 4: ISTEP+ (CTB/McGraw-Hill)**

<b>State Average</b>	75	75	73	
<b>Number of students tested</b>	95	102	93	
<b>Percent of total students tested</b>	100	100	100	
<b>Number of students alternatively assessed</b>	0	0	0	
<b>Percent of students alternatively assessed</b>	0	0	0	
<b>SUBGROUP SCORES</b>				
<b>1. Female</b>				
<b>% At Pass and Pass +</b>	76	81	76	
<b>% At Pass +</b>	43	24	20	
<b>Number of Students Tested</b>	46	47	45	
<b>2. Male</b>				
<b>% At Pass and Pass +</b>	94	93	85	
<b>% At Pass +</b>	37	39	22	
<b>Number of Students Tested</b>	49	55	48	
<b>3. Black</b>				
<b>% At Pass and Pass +</b>	80	83	71	
<b>% At Pass +</b>	26	19	8	
<b>Number of Students Tested</b>	46	48	38	
<b>4. White</b>				
<b>% At Pass and Pass +</b>	88	90	89	
<b>% At Pass +</b>	54	43	26	
<b>Number of Students Tested</b>	41	49	46	
<b>5. Free Lunch</b>				
<b>% At Pass and Pass +</b>	74	82	71	
<b>% At Pass +</b>	30	22	8	
<b>Number of Students Tested</b>	54	60	49	
<b>6. Special Ed.</b>				
<b>% At Pass and Pass +</b>	NA	47	67	
<b>% At Pass +</b>	NA	13	22	
<b>Number of Students Tested</b>	NA	15	18	

<b>Lakeside Elementary School State Criterion-Referenced Tests</b>				
<b>Grade 5 English Language Arts-----Percent at Pass and/or Pass Plus</b>				
	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>Testing for Grades 4-5 was implemented in</b>
<b>Testing month</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>	
<b>% At Pass and Pass +</b>	75	80	78	
<b>% At Pass +</b>	15	24	15	

**Language Arts Trend Data for Grade 5: ISTEP+ (CTB/McGraw-Hill)**

<b>State Average</b>	75	73	72	
<b>Number of students tested</b>	97	97	88	
<b>Percent of total students tested</b>	100	100	100	
<b>Number of students alternatively assessed</b>	0	0	0	
<b>Percent of students alternatively assessed</b>	0	0	0	
<b>SUBGROUP SCORES</b>				
<b>1. Female</b>				
<b>% At Pass and Pass +</b>	77	82	80	
<b>% At Pass +</b>	19	33	11	
<b>Number of Students Tested</b>	43	49	45	
<b>2. Male</b>				
<b>% At Pass and Pass +</b>	74	79	77	
<b>% At Pass +</b>	13	15	19	
<b>Number of Students Tested</b>	54	48	43	
<b>3. Black</b>				
<b>% At Pass and Pass +</b>	63	69	77	
<b>% At Pass +</b>	6	8	12	
<b>Number of Students Tested</b>	48	39	43	
<b>4. White</b>				
<b>% At Pass and Pass +</b>	88	91	80	
<b>% At Pass +</b>	26	38	18	
<b>Number of Students Tested</b>	42	47	40	
<b>5. Free Lunch</b>				
<b>% At Pass and Pass +</b>	69	73	75	
<b>% At Pass +</b>	11	10	8	
<b>Number of Students Tested</b>	58	51	40	
<b>6. Special Ed.</b>				
<b>% At Pass and Pass +</b>	35	38	25	
<b>% At Pass +</b>	0	6	13	
<b>Number of Students Tested</b>	17	16	8	

<b>Lakeside Elementary School State Criterion-Referenced Tests</b>				
<b>Grade 5 Math-----Percent at Pass and/or Pass Plus</b>				
	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>Testing for Grades 4-5 was implemented in</b>
<b>Testing month</b>	<b>Sept.</b>	<b>Sept.</b>	<b>Sept.</b>	
<b>% At Pass and Pass +</b>	86	81	85	
<b>% At Pass +</b>	34	40	25	

**Math Trend Data for Grade 5: ISTEP+ (CTB/McGraw-Hill)**

<b>State Average</b>	76	76	72	
<b>Number of students tested</b>				
<b>Percent of total students tested</b>	100	100	100	
<b>Number of students alternatively assessed</b>	0	0	0	
<b>Percent of students alternatively assessed</b>	0	0	0	
<b>SUBGROUP SCORES</b>				
<b>1. Female</b>				
<b>% At Pass and Pass +</b>	81	78	82	
<b>% At Pass +</b>	31	44	16	
<b>Number of Students Tested</b>	43	49	45	
<b>2. Male</b>				
<b>% At Pass and Pass +</b>	89	85	88	
<b>% At Pass +</b>	38	38	35	
<b>Number of Students Tested</b>	54	48	43	
<b>3. Black</b>				
<b>% At Pass and Pass +</b>	77	69	81	
<b>% At Pass +</b>	19	26	19	
<b>Number of Students Tested</b>	48	39	43	
<b>4. White</b>				
<b>% At Pass and Pass +</b>	95	96	90	
<b>% At Pass +</b>	52	53	35	
<b>Number of Students Tested</b>	42	47	40	
<b>5. Free Lunch</b>				
<b>% At Pass and Pass +</b>	78	78	78	
<b>% At Pass +</b>	21	25	15	
<b>Number of Students Tested</b>	58	51	40	
<b>6. Special Ed.</b>				
<b>% At Pass and Pass +</b>	47	50	63	
<b>% At Pass +</b>	13	25	13	
<b>Number of Students Tested</b>	17	16	8	