

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Robert Green

Official School Name: Lakeside Intermediate School

School Mailing Address:

605 Maple
P.O. Box 46
Cawker City, KS 67430-0046

County: Mitchell State School Code Number*: 2170

Telephone: (785) 781-4911 Fax: (785) 781-4861

Web site/URL: www.usd272.org E-mail: robert.green@usd272.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jeff Travis

District Name: USD 272 Waconda Tel: (785) 781-4328

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Donald Miller

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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 N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 3 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 12980

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. 7 Number of years the principal has been in her/his position 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			0	6	11	13	24
K			0	7			0
1			0	8			0
2			0	9			0
3			0	10			0
4	14	9	23	11			0
5	8	11	19	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							66

6. Racial/ethnic composition of the school: 4 % American Indian or Alaska Native
0 % Asian
3 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 24 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	62
(5)	Total transferred students in row (3) divided by total students in row (4).	0.242
(6)	Amount in row (5) multiplied by 100.	24.194

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 38

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 free and reduced-price school meals 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: 23 %

Total Number of Students Served: 15

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>	<u>1</u>
Classroom teachers	<u>3</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>5</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	98%	95%	96%
Daily teacher attendance	98%	98%	98%	99%	99%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

Lakeside Intermediate School is located in North Central Kansas in the small town of Cawker City, Kansas. This school is part of Waconda USD 272 Schools. The communities of Cawker City, Glen Elder, Downs, and Tipton as well as many rural residents make up the district. USD 272 reorganized in 2003-2004 due to declining enrollment and finances in the area. The present configuration involves the four rural communities spanning 411 square miles with approximately 2000 residents. Family farms and agricultural based industries are the primary economic force in the area.

The 2003 district reorganization established Lakeside Intermediate School which serves students in fourth through sixth grades. K-3 grades were intentionally kept smaller in two separate locations to provide low student/teacher ratios in the primary grades. The restructuring led to bussing all of the district's 4th, 5th, and 6th grade students to a central location in Cawker City creating Lakeside Intermediate School. Early childhood education is offered for special education three and four year olds. USD 272 is a member of the Beloit Special Education Cooperative which supports LIS efforts in working with exceptional children.

The mission of USD 272 public schools is to provide responsible, competent graduates who are well-adjusted, productive citizens, respecting themselves and others. Cooperation between schools, students, parents, and the communities served has been an ongoing goal. Lakeside Intermediate School is comprised of a progressive, caring staff that employs a well-balanced curriculum in a safe and positive environment. Strong Title 1 and At Risk programs meet the individual needs of students and are important to the success of LIS. A certified teacher provides after-school instruction for students who choose to or are required to attend. Lakeside Intermediate School provides the basic foundation that will lead to well-educated and socially productive students.

All segments of the communities take great pride in this school. Parent-Teacher conference attendance is near 95%. Staff members work to provide a positive school climate, realizing that parents and community members are a vital part of that. Students attend physical education, music, and band classes daily and receive weekly classes in library, art, and computers. The building has a stationary computer lab that is available for daily classroom use to reinforce curricular skills. The technology instructor teaches weekly classes in keyboarding skills that help students gain confidence for taking online assessments. A mobile cart with printer, wireless access, and 20 laptop computers is also available to enhance curriculum. Access to scheduled and informal sessions with a school social worker, school psychologist, and school nurse are available as needed.

Positive attitudes, experienced and accessible personnel, and parents who are partners in education make this school successful. Improved technology allows communication with parents who live at a distance. This upgraded technology also supports strong communication among schools, teachers, and staff.

Lakeside Intermediate School and communities have endured economic declines over the past years. Many families have experienced lay-offs from local farm manufacturing plants resulting in an increased percentage of SES students. A recent trend in the local communities is a rise in the number of foster care providers. These two factors have changed the dynamics of the school and classrooms because many foster students come into school with specific needs which challenge the district and staff.

In spite of these changes, Lakeside Intermediate School continues not only to meet AYP, but also to strive for excellence. The result is this school has received the Governor's Award for the past four years. Test scores are a direct result of the cooperation and dedication of staff, parents, and the communities at large.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students 4th through 6th grades at Lakeside Intermediate School take the math and reading assessments prepared by the Center for Educational Testing and Evaluation at the University of Kansas. These assessments are based on state standards and found at www.ksde.org, the Kansas State Department of Education webpage.

From 2001-2005, Kansas used the five performance levels of Unsatisfactory, Basic, Proficient, Advanced, and Exemplary. They were changed to Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard, and Exemplary in 2006. Each student is expected to achieve Meets Standard or above. 100% of 4th through 6th grade students are tested in the computerized format.

Performance level ranges for the Kansas Reading Assessments are:

Exemplary (89-100%)

Exceeds Standards (80-88%)

Meets Standard (67-79%)

Approaches Standard (55-66%)

Academic Warning (0-54%)

Performance level ranges for Kansas Math Assessments are:

Exemplary (89-100%)

Exceeds Standard (80-88%)

Meets Standard (63-79%)

Approaches Standard (54-62%)

Academic Warning (0-53%)

In **reading**, Lakeside Intermediate School 4th through 6th grade students continue working toward scoring in the Exemplary category. In 2005, 97% of the 5th grade students met Proficient or above. In 2006, 2007, 2008, 100% of the 4th through 6th grade students scored Meets Standard or above. In 2009, 94% of the 4th grade scored Meets Standard and 100% of the 5th and 6th grades scored Meets Standard or above.

In 2005, 100% of the 4th grade scored Proficient or above in **math**. In 2006, 100% of 4th grade, 96% of the 5th grade and 97% of the 6th grade scored Meets Standard or above. 2007 results revealed 100% of 4th, 5th, and 6th grade students scored Meets Standard or above. The scores for 2008 show 100% of 4th, 5th, and 6th graders scored Meets Standard or above. In 2009, 94% of 4th graders and 100% of the 5th and 6th graders scored Meets Standard or above.

The above scores place Lakeside Intermediate School well above mandated levels for Adequate Yearly Progress (AYP) as a building, and to qualify as accredited under Quality Performance Accreditation guidelines in Kansas. Adequate Yearly Progress refers to the percentage of students who must be at or above the acceptable standard on Kansas assessments for the school to remain off the improvement list and be accredited by the Kansas State Department of Education. This percentage continues to increase until reaching 100% in 2014. LIS continues to evaluate curriculum to enable it to best meet the needs of individual students so it can reach this 100% annually. LIS has been awarded the building-wide *Standard of Excellence* in both math and reading from 2005 through 2009. To qualify for the Standard of Excellence designation, 25% of students must score in the Exemplary category which is the highest, 60 % must score at Exceeds Standard and above, 80% must score at Meets Standard or above, and 95% must score at Approaches Standard and above. Thus, 5% or less of the total student population can be in the lowest category.

Lakeside Intermediate School also received the *Challenge Award* in reading and math at the 4th, 5th, and 6th grade levels for several years. This award recognizes schools for outstanding achievement and uncommon accomplishment based on Kansas Assessment results, ethnicity, and SES status. Lakeside Intermediate School was proud to receive the *Governor's Award* for the years 2006, 2007, 2008, and 2009. To receive this award the building must meet AYP requirements, the level of Standard of Excellence in reading and math, and be in the top 5 % of schools in Kansas. Lakeside Intermediate School personnel believe the students can score in one of the top three categories annually.

2. Using Assessment Results:

Lakeside Intermediate School utilizes norm-referenced (STAR Reading and Kansas State Assessments) and criterion referenced assessments (Lakeside Local Assessment Cards aligned to state standards) to guide and impact effective instruction. In August, a team of teachers collaborates to review and analyze most recent data to identify students at risk of academic failure and determine their placement. This team completes a "Student Needs Form" in which students are listed in one of the following categories: Struggling, Concerned for, and Succeeding. From this form, data on class performance are analyzed to determine class strengths and weaknesses and guide effective instructional strategies to improve performance. Any low classes are targeted for improvement; in addition, high achieving classes are identified for differentiated, rigorous instruction. Strategies to help improve student performance are researched and reviewed by the staff before placing students in Title I, At-Risk, After School Program, enrichment, or recommending them for further evaluation through MTSS (Multi-Tiered Systems of Support).

Students continuing to struggle academically or those requiring extra challenges are referred to MTSS, the framework in which teachers use problem-solving strategies to improve student achievement. Meeting participants include administrators, teachers with student contact, school psychologists, counselors, assistive technology consultants, special education teachers, and students when appropriate.

During Tier 1, problems are identified, assessment data gathered, ideas generated, interventions implemented and reviewed, and problems are resolved. In Tier 2 the team reviews intervention data to determine success. If success is achieved, the intervention becomes the student's program. If the student continues to struggle, the MTSS team generates other interventions, and the process repeats until the student achieves success or requires special education evaluation.

LIS teachers feel it is important to identify learning problems early and provide the placement each student requires. Using data to drive instruction, teachers are able to advance students through the curriculum or provide assistance if intervention is required.

3. Communicating Assessment Results:

Lakeside Intermediate School communicates student performance to students, parents, and patrons in several ways. Personnel at LIS begin by announcing classes who met the Standard of Excellence at a Junior High

home basketball game. The students' names are read, and they step forward for recognition. Grade level awards and achievements such as the state Standard of Excellence plaques, and Governor's Award banners are hung in hallways, on the cafeteria wall, and on fronts of school buildings for parents and community members to see when visiting. LIS also recognizes individual students who score Exemplary or Meets Standard by inviting the media to take pictures and publish that information in the local newspaper. Teachers communicate with parents by writing in student planners, making phone calls, sending emails, notes, and newsletters home. Assessment results are shared with parents during the fall and spring parent - teacher conferences. Progress reports are given every two weeks and parents can access their child's grades through a web-based school information system.

The Kansas building report card website address is provided for the parents. The data from the report card is shared with the site council each spring and used to set school improvement goals. LIS also publishes a monthly newsletter and maintains a school website which includes important information such as test dates and test-taking strategies.

Results on STAR Reading and Kansas State Assessments are shared with students individually. Teachers communicate to students daily, allowing them to monitor their own progress, inspiring them to do their best, and helping them to set individual goals. Students benefit from the immediate feedback these assessments provide. They devote more time and effort to targeted areas of need and set future goals for improvement following the individual conferences with their teachers.

4. Sharing Success:

USD 272 provides several district wide in-services throughout the year for staff from all buildings and levels. This is an opportunity for educators to learn from and share with each other. Teachers learn best by communicating with peers of the same levels or curricular areas, and collaborating with teachers district wide impacts curriculum alignment from kindergarten through eighth grade. Similar strategies, techniques, and texts support prior knowledge and extend student learning.

During the years 2008-2010 Lakeside Intermediate School was selected to participate in a four-semester Kansas State University technology project called Tec-Step. It was designed to share ideas with educators from another district in central Kansas. Web cams were distributed to participants; projects were developed and shared via webcam and Skype.

Lakeside Intermediate School is eager to share tools of its success with colleagues from surrounding districts and across the state of Kansas. LIS administrators meet monthly with area peers to share successful strategies used in their home districts. That information is communicated with staff during faculty meetings and in-services.

The principal and staff from LIS have received numerous inquiries from area school districts asking for information from teachers that they may utilize to help them achieve higher levels of achievement on the assessments. Teachers have also submitted summaries to the Confidence in Kansas Educational Task Force revealing the resources used to maintain Exemplary status.

In spring 2008, a doctoral candidate from Pittsburg State University used the data from LIS to fulfill requirements for her dissertation. Because of the low social economic families making up the district and the school's continued success on the state of Kansas Assessments, Lakeside Intermediate School qualified for her study. The purpose of this research project was to investigate how teachers' perceptions and behaviors influence students' performance. She compiled her findings and published them in a book to be shared with districts statewide.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Lakeside Intermediate School is based on the State of Kansas curricular standards. The staff works as a group to evaluate the district curriculum and integrate the Kansas curricular standards with its points of emphasis and expectations. The district periodically reviews and rewrites the curricular area as needed or whenever the state makes changes that are required. Technology, higher-level thinking skills, and hands-on learning are incorporated where and when appropriate.

Targeted instruction is provided to students based upon their assessed individual reading needs. Lakeside Intermediate School reading instruction is literature based. The text focuses on higher-order thinking skills and addresses the state standards. For supplemental instruction the staff uses Ladders, Buckle Down, STARS, and Keystone. These resources target specific strategies that meet tested indicators in reading and writing. In addition, teachers incorporate the state generated formative tests into their test preparation strategies. They are integrated throughout the curriculum and stressed in all subjects. Accelerated Reader and Star Reading tests are an integral part of LIS reading program. Both are used to monitor students' reading growth. AR assignments challenge independent readers using quality literature. Using the Six Trait Writing model and the writing process, students are assessed on their ideas, organization, voice, word choice, sentence fluency, and conventions.

Lakeside Intermediate School math curriculum includes number sense, computation, geometry, algebra, and data. Providing students with the background necessary to be successful is accomplished through hands-on learning with an emphasis on mathematical understanding. All levels at middle school use ADD (Arithmetic Developed Daily), Minute Math, Drops in the Bucket, Buckle Down, Chalkwaves, and Learn 360 technology to impact students. Computer programs are also available to remediate or enrich and challenge students to go beyond standards.

Social Studies curriculum focuses instruction in four primary areas: geography, economics, history, and government. Informal discussions revolve around good citizenship and the components of communities.

Classroom experimentation helps to make science meaningful and engaging. It also exposes the students to scientific inquiry, vocabulary, and process learning as well as providing opportunities for cooperative learning. One specific goal of the science curriculum is to pique students' curiosity so they become increasingly more confident when exploring new ideas and take responsibility for their own learning.

Music and art classes make up the fine arts curriculum. Art projects are differentiated and cover a wide variety of art media. Creativity is encouraged while learning basic skills in different venues. Music curriculum includes daily music classes and two concerts a year where students perform for an audience. Students are encouraged to participate in district honor choirs and competitions whenever the opportunity arises.

A healthy lifestyle and physical fitness are important to the students' development. Physical education is provided daily during a specific class and in two directed recesses. The Presidential Physical Fitness Challenge is part of the physical education class. The county health department and school nurse assist in incorporating health, crisis prevention / intervention plan, safety and wellness standards. Both the school nurse and school social worker stress the sportsmanship component as they lead classes that develop social skills and teamwork. The school nurse reinforces the human sexuality curriculum by differentiated levels of instruction. She coordinates the Red Ribbon (drug and alcohol awareness) and Dental Health weeks. The school social worker provides bi-weekly classroom instruction targeting specific topics such as bullying, choices, strangers, character education, and manners.

Technology is integrated throughout the curriculum according to the district technology plan. Specific skills such as keyboarding, Internet usage, and word processing are taught at each grade level. Students practice and apply these skills through meaningful, real life projects and activities.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Lakeside Intermediate School has a team of teachers and administrators that meet monthly to address concerns. They continue to develop and adapt the curriculum to meet the diversity of students enrolled at Lakeside Intermediate School. Reading skills are stressed and developed across the curriculum. Whole class, small group, and individual reading sessions meet daily to develop confident readers. Students are responsible for *narrative*, *expository*, *persuasive*, and *technical* text types. Reading and writing are connected across the curriculum.

LIS students provide written examples of each text type and demonstrate an understanding of passages from each type. Each grade reinforces and builds reading skills by using adopted phonics and basal literature texts. Vocabulary development, comprehension, critical thinking skills, inferences, prediction, and text structures are reinforced daily using resources targeting individual skills. Literature texts are used to guide students in whole group discussions, comprehension, and grade level vocabulary building. Small groups are used to allow teachers to meet students' specific needs.

The Accelerated Reader program provides students with an incentive for reading within their targeted reading level. Rewards are given individually and as a whole school for milestones achieved. Visual reminders are displayed in the school as a constant reinforcement of where each student stands with his / her yearly progress.

A weekly library class is incorporated for 4th, 5th, and 6th graders which impacts the reading curriculum. Literary units are part of the curriculum used with the students as well as time provided to read for Accelerated Reader. This added reading instruction and activity enhances reading test scores. Individual classrooms also provide support through Silent Sustained Reading time and Newspapers in Education.

LIS reading program has received numerous awards. It met the Building Wide State Standard of Excellence and received the Governor's Achievement Award from 2005-2009 for being in the top 5% of Kansas schools.

3. Additional Curriculum Area:

Lakeside Intermediate School has aligned its curriculum with the Kansas State curricular standards. Components of the Math curriculum spiral to reinforce prior learning on assessments and assignments through Minute Math lessons. Alternating Buckle Down lessons with textbook lessons completes the math curriculum. This spiraling component allows staff to monitor the retention of basic skills that are extended as the grade levels advance. A common vocabulary and structure support students' transition from 4th through 6th grades. Manipulatives enhance visual and spatial processing. Fundamental math facts are still a key, but developing problem solving strategies and their applications are an additional emphasis. Story problems and identification of patterns help develop critical thinking skills. Because math is important in the daily schedule, it is given priority time when students are most focused and ready to learn.

The Math curriculum provides whole class instruction, small groups, guided practice, and individual practice. Students spend one day a week for 50 minutes in the computer lab to become acquainted with the state assessments by practicing the formative tests. They also use software that focuses on mastering math basic skills along with enrichment of concepts. Students at the middle school grades have been able to use their math skills on a daily and practical basis. During the after-school study club, certified teachers help with homework, enrichment, and basic fact retention.

LIS Math curriculum provides continuity throughout the grades by following the prescribed scope and sequence. The mathematics program at LIS contains a combination of concept development, skill-oriented and problem solving activities. The emphasis on problem solving and practical real-world application encourages the development of responsible, competent, and productive mathematically literate citizens.

LIS math program has received numerous awards. It met the Building Wide State Standard of Excellence and received the Governor's Achievement Award from 2005-2009 for being in the top 5% of Kansas schools.

4. Instructional Methods:

Lakeside Intermediate School uses research based instructional methods to insure all students succeed at their individual levels. Teachers use whole class, small groups, individual remediation, or enrichment settings to teach content material. This variety of settings reaches the learning styles of each student. Lessons are adapted to meet individual styles: visual, auditory, or kinesthetic. In-services provide current information on learning styles, trends in education, and research to keep staff informed. Teachers use the latest research and strategies to insure students' success. Various questioning techniques are used to promote higher thinking skills, and graphic organizers are used at all levels.

The 4th grade self-contained classroom allows students coming from the district's smaller primary schools and feeding into the Intermediate School to adjust to larger class size. Departmentalization of 5th and 6th grade students in core subjects with highly qualified instructors insures students' mastery of state standards.

LIS uses a variety of assessment tools to assess learning: Accelerated Reader, STAR reading, Kansas State Reading and Math Assessments. LIS uses cooperative strategies based on the assessment results to meet the individual needs of students. Classroom, Title I, At Risk, Special Education, Differentiated Instruction, and After School teachers prepare lessons based on students' needs. Students identified as struggling are assigned to a special class. Test results are used to qualify for Title I programs in reading and math and classes are scheduled throughout the day for individual instruction. At Risk students are identified as students failing core classes and are divided into small groups with teachers re-teaching the content. After School is held each evening and students are given one-on-one instruction addressing daily lessons and reinforcement of basic skills. Lessons are adjusted and modified based upon students' progress. Struggling students in the classroom are referred to MTSS. For students who excel, rigorous differentiated instructional activities are provided by classroom teacher and gifted facilitator.

5. Professional Development:

Lakeside Intermediate School works as a team to utilize professional development opportunities to consistently improve. Every day is an opportunity to learn and develop new strategies. District, building, and individual goals are set each year. The goals are linked to Professional Individual Development Plans that staff members complete annually. Workshops and in-services are matched to areas of concern raised from past state assessment scores or other local data. Other input into professional development is local assessment cards, curriculum testing, and teachers' suggestions. The workshops teachers attend are required to match goals set by the individual, building, or district. The primary resource for staff development is Smoky Hill Educational Service Center, but attendance at workshops provided by universities and other sources is acceptable. Brain research, technology integration, Ruby Payne Framework for Poverty, cooperative learning, bullying behavior, and Multi-Tiered Systems of Support (MTSS) are some of the recent topics offered for staff improvement.

The district-level Professional Development Council oversees the tracking and documentation of in-service activities. This group meets to review professional development activities and also provides input on possible in-services. The team is comprised of the district superintendent, a certified teacher representative from each campus, and one building principal.

The philosophy of Lakeside Intermediate School is that a combination of quality professional education and personal experience leads to professional growth of all staff. More teachers use *application* and show *impact* as a result of their content classes and in-services taken. Lakeside Intermediate School has a progressive and caring staff that uses a well balanced curriculum in a safe and positive environment for students. Through the individual Professional Development Plans, district and building goals are achieved, professional growth is fostered, and staff members constantly enhance their professional competencies of job- related skills, especially related to assessment data.

6. **School Leadership:**

School leadership is very important to student success. Keeping everyone's attention focused on student achievement is an overarching, but necessary challenge for a school leader. As in many small schools, the principal of Lakeside Intermediate School serves as the instructional leader. A common trait among many high-achieving schools is that successful leadership is a collaborative effort among all stake holders involved in education. At Lakeside Intermediate School the administration, faculty, staff, parents, community, and students all assume leadership responsibilities.

Mutual trust and a site-based decision making process are reasons that Lakeside Intermediate School has high achieving students. Students are held to high expectations, and the theme "Failure is not an option" rings throughout the halls. Policies are developed and programs established through collaborative efforts. Student achievement and welfare come first. The principal and faculty took an active leadership role in developing a theme-based summer school and an after-school program. The principal developed a class schedule in which teachers shared a common planning period. The common planning period allows teachers to meet as needed to discuss student progress and needs.

Multi-Tiered System of Support meetings allow identification of struggling students so that interventions may be implemented. The principal's role is to facilitate these meetings and to supply the faculty the needed resources to foster student success.

Good school leadership also provides students with incentives to reach their maximum potential. The Fun Friday reward program, banners, and plaques proudly display student achievement. Community assemblies that recognize Lakeside students occur throughout the school year. The principal facilitates conversations among the staff and makes frequent visitations to the classrooms to encourage staff and students.

Good school leadership that provides a safe environment, high student expectations, and a tradition of school success have made Lakeside Intermediate school a great place for students to learn.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: State Assessment

Edition/Publication Year: 2005

Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exemplary/Exceeds Standard	94	100	100	100	100
Exemplary & Exceeds Standard	83	100	89	94	100
Number of students tested	18	21	28	18	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standard, Exemplary/Exceeds Standard	92		100		
Exemplary & Exceeds Standard	75		82		
Number of students tested	12		17		
2. African American Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
4. Special Education Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					

Notes:

There was only one subgroup which has a number more than 10 .

Subject: Reading

Grade: 4

Test: State Assessments

Edition/Publication Year: 2005

Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standard, Exemplary/Exceeds Standard	94	100	100	100	
Exemplary and Exceeds Standard	83	86	100	94	
Number of students tested	18	21	28	18	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standard, Exemplary/Exceeds Standard	92		100		
Exemplary and Exceeds Standard	75		100		
Number of students tested	12		17		
2. African American Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary and Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary and Exceeds Standard					
Number of students tested					
4. Special Education Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary and Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary and Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary and Exceeds Standard					
Number of students tested					

Notes:

The state of Kansas did not have a 4th Grade reading assessment in 2004-2005. There is only one subgroup that has a number more than 10.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 5 Test: State Assessment
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standard, Exemplary/Exceeds Standard	100	100	100	94	
Exemplary & Exceeds Standard	92	92	95	67	
Number of students tested	24	25	19	18	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standard, Exemplary/Exceeds Standard	100	100		100	
Exemplary & Exceeds Standard	85	85		75	
Number of students tested	13	13		12	
2. African American Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
4. Special Education Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					

Notes:

The state of Kansas did not give 5th Grade Math assessments in 2004-2005. There was only one subgroup that has a number more than 10.

Subject: Reading
Edition/Publication Year: 2005

Grade: 5 Test: State Assessment
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exemplary/Exceeds Standard	100	100	100	100	96
Exemplary & Exceeds Standard	96	96	100	100	79
Number of students tested	24	25	19	18	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standard, Exemplary/Exceeds Standard	100	100		100	92
Exemplary & Exceeds Standard	92	100		100	77
Number of students tested	13	13		12	13
2. African American Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
4. Special Education Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					

Notes:

There was only one subgroup that has a number more than 10.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 6 Test: State Assessment
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standard, Exemplary/Exceeds Standard	100	100	100	94	
Exemplary & Exceeds Standard	100	100	80	64	
Number of students tested	23	19	15	31	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standard, Exemplary/Exceeds Standard	100			86	
Exemplary & Exceeds Standard	100			53	
Number of students tested	12			15	
2. African American Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
4. Special Education Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					

Notes:

The state of Kansas did not give 6th grade math assessments in 2004-2005. There was only one subgroup with a number more than 10.

Subject: Reading
Edition/Publication Year: 2005

Grade: 6 Test: State Assessment
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standard, Exemplary/Exceeds Standard	100	100	100	100	
Exemplary & Exceeds Standard	100	90	93	87	
Number of students tested	23	19	15	31	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standard, Exemplary/Exceeds Standard	100			100	
Exemplary & Exceeds Standard	100			94	
Number of students tested	12			15	
2. African American Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
4. Special Education Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets Standard, Exemplary/Exceeds Standard					
Exemplary & Exceeds Standard					
Number of students tested					

Notes:

The state of Kansas did not give 6th Grade Reading assessments in 2004-2005. There was only one subgroup with a number more than 10.