2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   ☐ Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary ☐ MIddle ☐ High ☐ K-12
☐ Charter [X] Title I ☐ Magnet ☐ Choice

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

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

School Mailing Address   3000 Hillbrook Street
(If address is P.O. Box, also include street address.)

Dallas	Texas	75214-3412
City	State	Zip Code+4(9 digits total)

County   Dallas   State School Code Number* 057905171

Telephone (972) 749-7300   Fax   (972) 749-7301

Web site/URL www.dallasisd.org   E-mail   michthompson@dallasisd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Dr. Michael   Hinojosa
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Dallas Independent School District   Tel. (972) 925-3700

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Jack Lowe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1.   Number of schools in the district:

156	Elementary schools
31	Middle schools
0	Junior High Schools
32	High schools
7	Other
226	TOTAL

2.   District Per Pupil Expenditure: 7357

     Average State Per Pupil Expenditure: 9269

SCHOOL   (To be completed by all schools)

3.   Category that best describes the area where the school is located
.
     [X]   Urban or large central city
     [   ]   Suburban school with characteristics typical of an urban are
     [   ]   Suburban
     [   ]   Small city or town in a rural are
     [   ]   Rural

4.   3   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
Pre K	10	12	22		7			0
K	57	47	104		8			0
1	55	61	116		9			0
2	65	44	109		10			0
3	43	51	94		11			0
4	32	48	80		12			0
5	24	35	59		Other	6	2	8
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								592

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
3	%	Asian or Pacific Islander
4	%	Black or African American
25	%	Hispanic or Latino
68	%	White

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past yea   12   %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	26
(2)	Number of students who transferred from the school after October 1 until the end of the year	32
(3)	Total of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	493
(5)	Total transferred students in row (3) divided by total students in row	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 7   %

    42   Total Number Limited English Proficient

Number of languages represented   9

Specify languages: Amharic, German, Greek, Hindu, Ibo, Korean, Spanish, Tagalog

9. Students eligible for free/reduced-priced meals   24   %

    Total number students who qualify: 142

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: ___5___ %

   ___29___ Total Number of Students Serve

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

10	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindnes	6	Specific Learning Disabilit
1	Emotional Disturbanc	12	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

   Number of Staff

	Full-time	Part-time
Administrator(s)	2	0
Classroom teachers	33	0
Special resource teachers/specialist	8	1
Paraprofessionals	5	0
Support Staff	9	0
Total number	57	1

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   ___18___ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	96 %	97 %	96 %
Daily teacher attendance	96 %	97 %	97 %	97 %	98 %
Teacher turnover rate	1 %	0 %	1 %	1 %	1 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

   Please provide all explanations below

PART III - SUMMARY

Lakewood Elementary is a unique blend of tradition and innovation. This combination helps us to achieve our school's mission: 'To prepare Lakewood Elementary students to become self-motivated problem solvers through the setting and modeling of high standards in a socially diverse community.' In pursuing our mission, we add value to each student. As a Texas Education Agency Recognized school, Lakewood's influence and opportunities give children a solid basis for success in life.

The tradition began with the school's inception in 1951. As a neighborhood school in a large urban school district, Lakewood continues to nurture a strong level of parent and community support and involvement. As the heart of the community, the school provides a foundation for our students' outstanding academic success and achievements. Traditionally, Lakewood students demonstrate their success in the neighborhood middle and high schools. Former students have held key student government positions, been active in choir, drama, debate, sports teams, and championship academic teams. They have consistently been in the top ten percent of their graduating class including many valedictorians and salutatorians. This investment in Lakewood begins early with parental involvement through the Lakewood Early Childhood PTA for families of children from birth to age four. Parent/community support continues through a very active PTA, the Site Based Decision Making Committee, and the Dads' club. This tradition of school and community partnership makes Lakewood a school where students, parents, and teachers, alike want to be.

Although we respect tradition, we also understand the importance of change through innovation. We pursue this innovation by working hard toward our goals as reflected in our school motto. 'Lakewood is a school dedicated to academic excellence, mutual respect, and lifelong learning.' This is the school motto recited at the beginning of each school day. We strive for 'academic excellence' both during the school day and with the variety of challenging extracurricular activities offered to our students. The staff's commitment to instructional innovation begins with the Principles of Learning with emphasis on Academic Rigor, Accountable Talk, and Clear Expectations. Dedication to the Character Counts program has the ultimate goal of 'mutual respect' within our community. We pursue 'lifelong learning' by first working to instill an enthusiasm for knowledge in each subject. Second, we foster the ability to apply that knowledge to higher pursuits by scaffolding the learning of problem-solving strategies. Thereby, we create citizens who will be lifelong learners and critical thinkers.

As our students needs have changed, our ways of meeting their needs have also changed. Teachers differentiate instruction to meet individual student needs so that all students successfully meet their goals. A foundation for early childhood success is provided through our bilingual pre-kindergarten and our three and four year old autistic program. Students expand their knowledge and skills through participation in our extracurricular activities. Students with artistic interests can join the after-school art contest club. Technology enthusiasts can join the keyboarding club or the online newspaper. The environmentally conscious participate in the Green Team and the garden club. Music aficionados participate in choir which performs in numerous contests and community events throughout the year. Those who are interested in math and science can compete with the math/science team, early morning Math Maniacs, our outdoor science learning area, or on our district championship Math Olympiad team.

It is this unique blend of tradition and innovation that sets Lakewood apart as a school of excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

As part of the public school system in Texas, the students of Lakewood Elementary participate in a variety of assessments to gauge their yearly growth and to assess mastery of the state's curriculum, Texas Essential Knowledge and Skills (TEKS). Students in grades three through eleven take the Texas Assessment of Knowledge and Skills (TAKS) in both reading and mathematics each year. Science, writing, and social studies assessments are administered at various grade levels throughout elementary, middle, and high school. TAKS assessments are designed to evaluate a student's ability to solve problems, think critically, and apply content knowledge and skills. School ratings are based on the TAKS passage rates for all grades tested at each individual school. A school rating of Academically Acceptable reflects a passage rate between 45% -65% of all tests taken. A Recognized rating is >74% and an Exemplary rating is >90%.   Individual students receive Met Standard for passing the assessment's minimum standards. Commended Performance is attained with a passing rate of approximately 90% or greater. Students with disabilities may be identified to take a state approved alternative assessment and are included in the campus data summary for achieving yearly growth.

Lakewood Elementary has achieved the status as a Recognized school from the ratings designated by the Texas Education Agency. From 2003 to 2007 Lakewood has accomplished increases in student performance in reading from 81% to 96% and in mathematics from 82% to 91%. More important to our mission and goals is the Commended Performance rate increase from 23% to 52% in reading and 17% to 51% in mathematics (2003-2007). It is essential to note that the student demographics reflect a realignment of attendance boundaries in Fall 2006. Several new elementary schools were opened which significantly impacted Lakewood's student populations. Additionally, sixth grade was moved to the middle school setting throughout the District. Not only did this lead to a decrease in the total number of students enrolled, it also reduced the enrollment in several student groups.

Increases in success and noted discrepancies are analyzed throughout the school year. Student performance data is used to refine and implement campus instructional initiatives, improve content and grade level strategies, and develop individual student education plans to address specific areas of need. Performance data is used to make budget decisions and allocate resources. A commitment to increasing Commended Performance to ensure college or workforce readiness guides our Campus Improvement Plan and campus decisions. As Lakewood continues to increase the level of Commended Performance, it has become evident that a gap between minority and white students occurs in each content area. To close this gap teachers and staff continue to participate in professional development focusing on deepening the academic rigor of instruction for all students. Teachers use formative assessment to review progress weekly with each student. During informal conferences, students and their teachers review areas of strength and improvement, as well as areas of concern. Goals are set by the student and are reinforced daily through tutoring, small group instruction, and celebration of accomplishments. Mentors and tutors participate in keeping the students focused on their personal goals and provide needed support and encouragement. Student progress is reviewed frequently by the grade level team with the student's parents and our campus Student Support Team (SST). Allocation of master teachers to provide students content specific enrichment and develop problem-solving skills has been put into practice to close this gap. Continual analysis of both formative and summative data allows us to refine our campus focus and instructional programs to ensure that we add value for every student every year.

More information about the Texas school assessments and school rating system may be found at www.tea.state.tx.us/

2. **Using Assessment Results:**

Assessment is a key component used to ensure that our students continually succeed and our campus achievement grows each year. Every school year staff development hours are spent reviewing assessment results and creating ways to improve all areas. This analysis guides our campus improvement plan for the school year. Throughout the year all grade levels meet weekly to discuss student progress in the core areas. Vertical content teams meet throughout the year to develop campus initiatives. Additional benchmark and diagnostic assessments keep teachers informed and up to date about specific areas in which students are struggling as a grade level, class, or as individuals. Weekly, our Student Support Team (SST) meets with parents to review assessment data and to formulate interventions to address their child's academic, behavioral, or emotional concerns. Additionally, a tutoring and mentoring program is provided for students with identified academic needs. Teachers provide interventions for students before, during,

and after school, bolstered by a high level of parent involvement. Over 4000 hours were volunteered last year by parent mentors and tutors. We also have a partnership with students from a local university that provides our campus with a targeted tutoring program to enhance student achievement.

3. **Communicating Assessment Results:**

To ensure that our learning environment adapts over time, the teachers and staff put a large emphasis on making students, parents, and the community aware of our campus goals. All stakeholders are kept up to date on continuing student performance, as well as campus and team achievements. Our campus goals and mission are posted throughout the school as a reminder for parents, staff, and students. Students frequently confer with their teachers to set personal goals for each six weeks, as well as goals for benchmark and diagnostic assessments. Every six weeks, progress reports are issued during the third week to let parents know how their child is progressing and to alert them of areas needing improvement. Parents are responsive to teacher and student needs and are actively involved in improving our campus. During the year, the district organizes many opportunities for parents and teachers to interact. 'Meet the Teacher Night' is held at the beginning of the school year, so parents can meet their child's teacher and become aware of student expectations. Each semester teachers and parents come together for parent/teacher conferences to discuss individual academic progress and set goals for ongoing achievement. Teachers and parents communicate informally on a daily and weekly basis as school and community relationships blossom into partnerships. Other parent/teacher organizations such as Site Based Decision Making Committee (SBDM) and the Parent Teacher Association (PTA) help our campus review, revise, and promote the campus improvement plan. PTA designates one meeting of the year to review the school's state assessment results, and the principal gives frequent status reports on progress towards our goals. Our counselor facilitates monthly parent meetings to target specific grade level topics to address academic, social and emotional needs, parent skills, and school and district resources.

4. **Sharing Success:**

As part of a large urban district, Lakewood Elementary is geographically aligned to a smaller learning community of elementary schools. Our smaller Northeast Learning Community contains thirty-six elementary schools that all 'feed' to neighboring middle and high schools. To facilitate sharing of successes, strategies, and program ideas, the schools of Dallas ISD are aligned in an ever-widening circle of professional learning communities. At the most intimate level, our principal serves as facilitator of the professional learning community with three other schools. This group meets to focus on student achievement in math and science. Monthly meetings include sharing strategies for student and teacher success; principals and guest teachers participate in learning walks at the host campus to exchange ideas and action plans for continued school improvement. In the larger venue of professional learning communities, principals participate in monthly meetings where Lakewood's success is shared through the exchange of professional artifacts including students' self-profiling, collaborative planning formats, and targeted instruction. Additionally, at the district level, our principal serves on panel discussions for new and future campus administrators. Finally, Lakewood master teachers are chosen to serve on the Campus Instructional Leadership Team (CILT). CILT members participate in professional development with other lead teachers from across the district. Professional development sessions are arranged to provide district CILT teachers an opportunity to exchange instructional strategies and ideas. Lakewood hosts visiting CILT members, central staff, and campus administrators to observe instruction in action and share strategies for success. Through these professional learning communities, Lakewood is able to collegially share its personal successes with an ever-widening community.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The spiraling curriculum taught at Lakewood Elementary has been aligned with the Texas Essential Knowledge and Skills (TEKS) over the past years by teachers meeting horizontally and vertically. Innovative programs in all areas set high standards to challenge each and every student.

Visitors to Lakewood Elementary can easily see evidence of students and teachers who are enthusiastic readers and writers. Beginning in pre-kindergarten and continuing through fifth grade, students are immersed in literature including novels, picture books, and nonfiction. With the support of this text rich environment, our young readers become young writers, making the connection between the books they read and their own writing. These writing skills are also cultivated by daily language practice. Our approach to language arts, to read and write in a meaningful way, allows students to make connections to all subject areas.

In math the goal is for students to become self-motivated problem-solvers. Teachers achieve this by continuously re-assessing all students in order to be sure they succeed. We use graphic organizers to show student thinking (ex: See, Plan, Do, Reflect). All teachers utilize a wide variety of materials, whole group and small group instruction, on-going feedback, manipulatives, and daily skills review. Math teachers meet vertically to help each other achieve the above goal.

Students acquire knowledge of physical, life, and earth sciences through a variety of methods including hands-on activities in a lab setting. As a class or in small groups, students are given the opportunity to use this knowledge to formulate questions they will answer using the scientific method. First, pupils form hypotheses based on observations and/or experiences. They then choose the tools needed to collect data to test these hypotheses. Next, they analyze the results they obtain, and finally, they draw conclusions to answer their questions. Our budding scientists demonstrate and share emerging investigative skills in grades pre-kindergarten through fifth grade by participating in our annual science fair. This year over 400 projects were entered in the fair. Students are excited to demonstrate application of science skills by journeying to the Lakewood Outdoor Learning Area (LOLA) which provides them with an opportunity to connect content, knowledge, and skills in a natural environment.

The focus for social studies in the lower grades involves understanding how the community functions. This provides a basis for the discussions related to the political, economic, geographical, and social aspects of historical events which are emphasized in the upper grades. A deeper understanding of the country's government is gained as fifth graders take a yearly trip to Washington, DC, which allows a hands-on look at the operation of the country. Students at all grade levels who exemplify good character and outstanding citizenship receive school-wide recognition on a weekly and monthly basis. Donating to the local food bank and collecting backpacks and coats is evidence that students are consistently involved in working to improve the world around them. This emphasis on real world connections ensures that students are prepared for their continuing education.

Fine Arts, including art, music, and technology application classes, are also stakeholders in the educational development of students. These classes serve to enrich the core curriculum. This extension of the core curriculum provides a broader knowledge base for developing talent outside the regular classroom. The visual arts curriculum is centered on students synthesizing their own expressions as they learn about art elements, principles of design, art history, and world cultures. In our music program students learn about a range of musical styles, instruments, music theory, and historical content of music. Our computer classes help students build technology skills that are now an essential learning tool to help them produce, compete, advance, and succeed. Lakewood's fine arts make a positive contribution to every student's development because of the emphasis on skills, knowledge, and promoting interest in each subject. School-wide events to promote the arts take place throughout the year, including field trips and performances at our campus. Lakewood has significant events during the year to spotlight our Fine Arts programs, such as Celebrate Arts Week, the National PTA Reflections contest for visual and musical pieces, and Night of the Arts when families view artwork from all grade levels on display throughout the school halls. After-school clubs are available to all students in each area of fine arts to enrich their experiences.

2a. **(Elementary Schools) Reading:**

Because reading is a critical part of all subjects, every teacher plays a role in creating a love for reading in

our students. Teachers use the state curriculum (TEKS) as the framework for instruction supported by district and supplemental materials. At each grade level, teachers assess student needs and skill levels to determine appropriate literature genres and formats that support our goal of producing students who read critically and interpret text. Lakewood chose this combination of research-based resources and authentic literature not only to produce students who are competent in reading, but also students who will continue to read throughout their lives. Starting in pre-kindergarten and kindergarten, teachers lay a foundation for phonics skills. A kindergarten student's journey toward reading begins with writing. Students write about their experiences which, in turn becomes their first reading material. Using the school library, personal collections, and the literacy lab, kindergarten classrooms are rich with literature. These resources allow teachers to individualize instruction according to the needs of students. This approach is strengthened in first grade as teachers create fluid reading groups based on mastery of sounds, sight words, and fluency. Using the strong foundation set in kindergarten and first grade, students in second grade begin to transition from decoding to comprehension. Phonics and an emphasis on building understanding prepare second graders for the challenging expectations in third grade, where comprehension is the chief focus. Students use district resources plus trade books to analyze literature. Student-created projects focusing on literary elements allow them to communicate opinions about literature. The needs of all learners continue to be addressed through differentiated instruction. The use of novels becomes more prominent in fourth grade; building vocabulary, refining fluency, and practicing comprehension skills are all included. In addition to whole group novel studies, students study self-selected novels and complete independent book reports, which require them to determine the appropriateness of genre and reading level. The depth of reading skills increases in fifth grade, where novel studies are the basis of instruction and making inferences is vital. Students prepare for future challenges by studying pre-ACT vocabulary words and increasing outside reading time by completing home reading logs.

3. **Additional Curriculum Area:**

Along with curricular and academic expectations for our students, Lakewood's mission is to foster lifelong learners, problem-solvers, and productive citizens. We achieve this goal through several programs based upon the nationally known curriculum, Character Counts. Character Counts focuses on six main character traits or pillars ' trustworthiness, responsibility, respect, fairness, caring, and citizenship. From the actions and words of the staff and children to the character posters throughout the building, it can be observed that character education is strongly promoted at Lakewood. Our character education program received the Excellence in Character Award from the Character Coalition of North Texas. The counselor and teachers work together to provide lessons which embed character education into daily instruction. We start out the day with our character trait Word-of the-Week (WOW) as a part of our morning announcements. Classes learn about the trait throughout the week, and it is included in the weekly parent newsletter, so parents can reinforce these character traits as well. Every week ends with our ACE students being announced. On Fridays teachers select one student who has exhibited A+ Character Everyday (ACE) for this program. 'Super Stallions' is a program that takes place once every six weeks to recognize students with improved work, character, and behavior; these selected students and their parents attend a morning reception to celebrate their achievements. 'Caught in a Good Act' is for members of our staff who are nominated by their peers for exhibiting good character. In support of our school's mission, Character Counts is incorporated in Lakewood's many after-school programs by focusing on developing responsibility, respect for others, fairness, and citizenship. As students strive to accomplish program goals, they practice and perfect skills to become productive citizens. Some of our programs include math/science team, Green Team, sports clubs, student council, Stallion Scoop (online newspaper), and many more. The Lakewood community understands, believes, and supports the importance of learning and practicing good character. Ultimately, the mission for Lakewood is to nurture our students to become successful leaders both academically and as citizens of a global community. Everyone wins with that outcome - better students become better members of society.

4. **Instructional Methods:**

Teachers at Lakewood employ numerous instructional methods to improve student learning. Within the past three years, three of the Principles of Learning, Clear Expectations, Accountable Talk, and Academic Rigor, have been introduced to teachers and incorporated into their classroom practices. Vertical and horizontal team meetings have aided in the implementation of these practices. Individual testing occurs on a continuous basis to assess students' strengths and weaknesses. Students use these results to set goals. Teachers use the results to differentiate instruction, thus meeting the needs of all students. Individual tutoring is provided during the school day, as well as before and after school.   Small group

instruction, tiered activities, peer mentoring, and cooperative learning are used during the school day to improve student performance. Small groups are established based on student needs. In setting up tiered activities, teachers identify the key concepts students need to know at the end of each unit. Then he or she chooses different materials based on each student's level. During peer mentoring or collaborative grouping, students teach each other providing support and scaffolding as they verbalize and show what they know. This increases both self-esteem and mastery of skills at their individual level. Daily review of skills is included in the instructional day, planned by each grade level to fit its needs. Lakewood has a wealth of instructional resources, including manipulatives for all subject areas providing opportunities for hands-on learning. Quality teachers use these instructional methods to create a successful school with students who have a love of learning and who excel in critical thinking and problem-solving.

5. **Professional Development:**

Professional development is the foundation of successful student academic achievement at Lakewood. Teachers and staff participate in a variety of professional learning communities throughout the year. The district provides a tiered approach to professional development designed to meet the individual needs of each teacher. The foundation of the sessions is focused on effort-based education for all students. Ensuring that teachers are proficient at aligning curriculum from what is planned, tested, and taught is critical for the success of students. Improving the quality of academic rigor to deepen students' conceptual knowledge and ability to apply skills learned is imbedded in all professional development sessions. At the campus level, teachers and staff engage in professional learning communities based on performance data analysis. Once a month, every teacher participates in learning walks on 'Terrific Tuesday.' Campus administrators facilitate classroom visits in which teachers as walkers concentrate on a pre-determined instructional focus. The focus is based on the professional development that is occurring on campus, and the purpose is to identify the campus's level of implementation. Results from the learning walk are used to form the next content of the campus professional development program. Teachers and staff collaborate on vertical content teams and grade level/program teams to address campus and student needs as identified from the learning walks. Each six weeks vertical content teams meet to identify campus needs, develop and implement initiatives, and deepen their knowledge of the content. The Curriculum and Instruction team, which meets throughout the year, includes representatives from each grade level and program. When this team meets, literature study is used as a basis for discussion of instructional strategies and improving student achievement. Team members then share information with the entire faculty to impact instructional applications. Grade level/program teams meet weekly to discuss student academic concerns, share instructional strategies, and ensure coherence of district and campus instructional initiatives. The cycle of professional development and learning walks provides an on-going venue for self-improvement.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 3   Test Reading

Edition/Publication Year 2007   Publisher Texas Eduction Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb-April	Feb-April	Feb-April	Feb-April	Feb-April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Met Standard' plus % 'Commended Performanc	99	96	96	96	93
% "Exceeding" State Standards					
% 'Commended Performance'	58	52	51	38	
Number of students tested	80	92	75	84	92
Percent of total students tested	99	90	89	100	90
Number of students alternatively assessed	1	8	6	0	6
Percent of students alternatively assessed	1	8	7	0	6
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc		88	83	100	81
% "Exceeding" State Standards					
% 'Commended Performance'		24	0	27	
Number of students tested		19	13	12	27
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	100	92	95	92	100
% "Exceeding" State Standards					
% 'Commended Performance'	35	20	50	16	
Number of students tested	23	23	20	26	25
3. White					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	98	100	100	98	95
% "Exceeding" State Standards					
% 'Commended Performance'	71	77	70	50	
Number of students tested	52	47	39	44	35
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	93	90	87	95	85
% "Exceeding" State Standards					
% 'Commended Performance'	21	24	17	21	
Number of students tested	14	41	28	40	47

Subject Math   Grade 3   Test Mathematics

Edition/Publication Year 2007   Publisher   Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Met Standard' plus % 'Commended Performanc	88	84	83	94	88
% "Exceeding" State Standards					
% 'Commended Performance'	46	42	42	31	
Number of students tested	81	92	78	83	89
Percent of total students tested	100	90	93	98	89
Number of students alternatively assessed	0	8	6	1	7
Percent of students alternatively assessed	0	8	7	1	7
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc		67	36	83	79
% "Exceeding" State Standards					
% 'Commended Performance'		28	0	42	
Number of students tested		19	14	13	26
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	83	65	86	88	84
% "Exceeding" State Standards					
% 'Commended Performance'	29	17	27	28	
Number of students tested	24	22	22	26	28
3. White					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	94	98	97	100	97
% "Exceeding" State Standards					
% 'Commended Performance'	56	58	69	30	
Number of students tested	52	48	39	44	35
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	67	66	56	87	78
% "Exceeding" State Standards					
% 'Commended Performance'	13	22	11	26	
Number of students tested	15	41	27	39	53

Subject Reading (LA)   Grade 4   Test Reading

Edition/Publication Year 2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Met Standard' plus % 'Commended Performance'	95	84	86	86	78
% "Exceeding" State Standards					
% 'Commended Performance'	53	40	31	46	
Number of students tested	58	67	85	63	86
Percent of total students tested	94	85	91	98	90
Number of students alternatively assessed	4	7	7	1	5
Percent of students alternatively assessed	6	9	8	2	5
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance'		30	80	67	61
% "Exceeding" State Standards					
% 'Commended Performance'		0	10	0	
Number of students tested		11	10	11	22
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance'	86	84	72	77	68
% "Exceeding" State Standards					
% 'Commended Performance'	21	26	14	23	
Number of students tested	14	19	29	23	32
3. White					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance'	100	97	96	100	100
% "Exceeding" State Standards					
% 'Commended Performance'	68	60	43	82	
Number of students tested	37	37	44	27	32
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance'	90	52	76	68	57
% "Exceeding" State Standards					
% 'Commended Performance'	26	10	13	11	
Number of students tested	19	21	38	27	44

Subject Math   Grade 4   Test Mathematics

Edition/Publication Year 2007   Publisher   Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Met Standard' plus % 'Commended Performanc	90	90	91	95	72
% "Exceeding" State Standards					
% 'Commended Performance'	53	50	40	35	
Number of students tested	57	68	86	63	88
Percent of total students tested	92	86	91	98	92
Number of students alternatively assessed	5	6	6	1	5
Percent of students alternatively assessed	8	8	7	2	5
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc		73	90	83	52
% "Exceeding" State Standards					
% 'Commended Performance'		18	30	17	
Number of students tested		12	10	11	22
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	62	90	80	96	68
% "Exceeding" State Standards					
% 'Commended Performance'	23	37	23	23	
Number of students tested	13	19	30	23	35
3. White					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	100	95	98	100	91
% "Exceeding" State Standards					
% 'Commended Performance'	68	68	50	52	
Number of students tested	37	37	44	27	32
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performanc	79	77	82	89	55
% "Exceeding" State Standards					
% 'Commended Performance'	21	18	28	25	
Number of students tested	19	22	39	27	46

Subject Reading (LA)   Grade 5   Test Reading

Edition/Publication Year 2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb-April	Feb-April	Feb-April	Feb-April	Feb-April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Met Standard' plus % 'Commended Performance	96	90	81	76	70
% "Exceeding" State Standards					
% 'Commended Performance'	45	28	21	25	
Number of students tested	51	87	63	71	71
Percent of total students tested	94	99	97	92	93
Number of students alternatively assessed	3	3	2	5	4
Percent of students alternatively assessed	6	3	3	7	5
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance		63	62	50	61
% "Exceeding" State Standards					
% 'Commended Performance'		0	0	0	
Number of students tested		16	13	13	23
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance	100	92	68	58	78
% "Exceeding" State Standards					
% 'Commended Performance'	31	8	0	4	
Number of students tested	14	24	22	26	28
3. White					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance	100	100	100	100	79
% "Exceeding" State Standards					
% 'Commended Performance'	56	46	46	52	
Number of students tested	32	44	26	32	20
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance		76	63	52	67
% "Exceeding" State Standards					
% 'Commended Performance'		3	0	0	
Number of students tested		38	30	27	38

Subject Math   Grade 5   Test Mathematics

Edition/Publication Year 2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Met Standard' plus % 'Commended Performance	98	94	86	78	85
% "Exceeding" State Standards					
% 'Commended Performance'	60	48	35	36	
Number of students tested	52	82	63	72	71
Percent of total students tested	96	93	97	93	93
Number of students alternatively assessed	2	4	2	5	4
Percent of students alternatively assessed	4	5	3	6	5
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance		67	62	50	78
% "Exceeding" State Standards					
% 'Commended Performance'		25	0	7	
Number of students tested		13	13	14	21
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance	93	100	82	72	85
% "Exceeding" State Standards					
% 'Commended Performance'	43	38	23	16	
Number of students tested	14	24	22	25	28
3. White					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance	100	98	100	94	95
% "Exceeding" State Standards					
% 'Commended Performance'	73	58	58	64	
Number of students tested	33	43	26	33	20
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
'Met Standard' plus % 'Commended Performance		84	70	64	78
% "Exceeding" State Standards					
% 'Commended Performance'		25	17	7	
Number of students tested		33	30	28	39