

May, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Lakeside Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mrs. Jennifer M. Halverson for assistance.

The AER is available for you to review electronically by visiting the following web site **<http://bit.ly/2IvQt1N>**, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Key Challenges

Lakeside Elementary School has challenges not unlike many other schools in the states. Our mission at Lakeside School is to take responsibility to inspire students to be Respectful, Excellent, Dependable, and Safe. We are committed to a partnership with students, families, and community. We also strive to create a learning environment that promotes student achievement, fosters respect and a teamwork approach to solving problems, with a high level of parent involvement. Our school did not meet state targets of performance in reading, writing, math, science, or social studies. We have several initiatives underway to help us meet the targets of proficiency for all subject areas and all grade levels. The initiatives that we are implementing include providing a Multi-Tiered System of Supports for students that are

experiencing difficulties in meeting our academic objectives in reading, writing, and math. The instructional program includes progress monitoring of students and interventions for students based on needs. The interventions are research based and the progress of students is monitored and adjusted as appropriate. In addition to small group interventions, our staff has been trained in using Thinking Maps to increase comprehension in all content areas and using Write From the Beginning and Beyond to improve writing skills. Our staff receives ongoing training in curriculum in core subject areas. This past year, a new science curriculum (Battle Creek) was adopted, which supports the Next Generation Science standards and the MI Science Standards. Also, this year we continued our school and district adopted CHAMPS and PBIS programs to support improved behavior and increased achievement for all students. Next year our district will be implementing a new Reading curriculum called Success For All (SFA).

Pupil Assignment

Muskegon follows the Michigan Department of Education's Pupil Accounting Manual to determine the assignment of students to the school. Students are placed at their respective "District of Residence". This is defined as "the district in which a pupil's custodial parent/parents or legal guardian resides." In addition, Muskegon Public Schools participates in the Muskegon County Schools of Choice Program, which follows the MDE's Pupil Accounting Manual 'Section 105 and 105c Schools of Choice Pupils."

Status of School Improvement Plan

The purpose of the school improvement plan is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in all content areas. In developing or revising the plan, the school consults with parents, school staff, and outside experts. Our SLT meets regularly to monitor and evaluate students and teachers for effectiveness. Lakeside's school-wide plan uses a framework of strategies and activities to meet its goals.

ELA: All students will become proficient in English Language Arts

Teachers provide direct instruction daily to build oral language, vocabulary and comprehension of fiction and non-fiction texts. Teachers model reading with whole groups, small groups, and one-on-one conferring. This is implemented through Interactive Read-alouds asking higher level comprehension questions, writing to response of reading and Thinking Maps with visual representation to build vocabulary and comprehension. Our reading specialist pulls small groups of students that need interventions using such programs as Leveled Literacy Intervention. To assist students in reading who may be struggling, teachers work with small groups using programs such as I-Ready, and targeted instruction based on independent reading levels. Professional development is provided to teachers to further their skills in the respective programs. In an effort to encourage more reading for pleasure, and therefore more practice in reading, we will continue to build classroom libraries, with themed sets of books. Reading for pleasure builds fluency, vocabulary, and comprehension skills. The focus of the writing instruction is in the areas of organization, using details and examples to support their writing position. Teachers provide focused writing instruction, conferencing with the student, intervention, unassisted writing and evaluation using the WFTBB rubric. Writing is implemented in the other content areas of science, social studies, reading and math. Our students enjoy the strategies in this writing program and it shows in their writing as improvement is being seen. To help meet the needs of every student, we are incorporating technology that will support language development and content vocabulary acquisition, for increased student engagement.

Math: All students will become proficient in Math

Teachers implement research based instructional strategies with direct instruction during whole group and small group instruction using Everyday Math. This provides differentiated instruction for the teachers to meet the learning needs of all students. Differentiated instruction includes activities that involve using a variety of strategies and materials [i.e. manipulatives such as base ten blocks, unifix cubes, etc.] to ensure that all students are engaged and student needs are met to accelerate math achievement in all areas with a focus on NUMBER SENSE and OPERATIONS [i.e. number concept, addition, subtraction, multiplication, division, fractions and decimals]. Our teachers also use a progress-monitoring model in order to regularly check student's progress on the program of instruction designed for individual students. To help meet the needs of every student, I -Ready diagnostics are given to the students three times per school year and daily lessons are derived by the assessment results.

Learning Environment: All students will exhibit positive behaviors in a Learning Environment

Teachers provide planning and problem solving that includes direct teaching of social behaviors like academics with the implementation of MTSS: PBIS [Multi-Tiered System of supports and Positive Behavior Intervention System]. Lakeside Elementary adopted the social emotional curriculum Positivity Project for addressing TIER 1 instruction. Lakeside Elementary had Key Identified Personnel trained in Therapeutic Crisis Intervention (TCI) to help reduce student's behavior when in a crisis. In the two classrooms with teachers trained, their SWIS data shows a significant drop in both SWIS behavioral referrals and suspensions. Staff implements this framework to address behavioral issues of students through a focus on establishing behavioral expectations and explicitly teaching the expectations to students, recognizing and encouraging the use of those behaviors in the school setting. Staff implements proactive, research-based strategies to teach clearly defined behavioral expectations to support student behavior resulting in academic and social gains and a positive school environment. When students take pride and ownership in their learning environment, their behaviors tend to improve.

Core Curriculum

The curriculum at Lakeside Elementary provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, technology, physical education, art, and music. Major portions of the elementary curriculum has been revised over the last few years and is continuously being researched based on best practices. The Board-approved Core Curriculum of the Muskegon Public Schools is aligned with the Michigan Curriculum Framework, Michigan State Standards, as well as the Common Core State Standards for each core area. A complete copy of the curriculum and instructional program is available for review on the [Muskegon Public Schools website](#).

Student Achievement

Each teacher employs a variety of ways to measure and report student progress, including report cards. Students are formally assessed for progress in the math, science, social studies, writing and language arts throughout the year using district assessment instruments. The NWEA Map assessment was also given to all students three times a year to measure progress in reading and maths. Students are given additional reading assessment using the Fountas & Pinnell Benchmark Assessment System that provides a monitoring system of progress in reading skills aligned with book levels after the first grade. Required statem assessments are given at appropriate grade levels.

In the fall of 2017 and the spring of 2018, students in grades kindergarten through sixth took a standardized adaptive computer test in Mathematics and Reading (NWEA Map). The first column states the grade level. The second column indicates the average (mean) RIT score in the fall of 2017. The last column indicates the average (mean) RIT score for the spring of 2018.

NWEA MAP Mathematics Fall 2017 to Spring 2018

Grade	Mean RIT Score Fall 2017	Mean RIT Score Spring 2018
0	129	152
1	154	177
2	173	187
3	180	192
4	185	198
5	198	206
6	160	211

NWEA MAP Reading Fall 2017 to Spring 2018

Grade	Mean RIT Score Fall 2017	Mean RIT Score Spring 2018
0	135	152
1	155	173
2	173	188
3	175	187
4	181	193
5	193	205
6	173	205

*The RIT score helps determine the student's instructional level and also measures student progress or growth.

Participation in Parent-Teacher Conferences

Fall	2014	89%	461 parents
Spring	2015	82%	417 parents
Fall	2015	89%	510 parents
Spring	2016	81%	499 parents
Spring	2018	74%	371 parents
Fall	2018	83%	345 parents

As Nelson Mandela once said, "A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special." We are very proud of our students, parents, staff, and community of lakeside Elementary School. The Lakeside staff has merged together to educate our children where they will all learn the essential knowledge and life skills that will develop them into responsible and productive citizens. The Lakeside Team is committed in providing this excellent education in a caring, supportive environment where each learner is nurtured and able to grow. The entire Lakeside community **B**elieves **I**n **G**reatness promoting **R**espect, **E**xcellence, **D**ependability and **S**afety. Go BIG REDS!

Sincerely,

Jennifer M. Halverson, M. Ed.
Principal