

# LAKESIDE ELEMENTARY SCHOOL

## 2019-2020 Annual Education Report



### EAST GRAND RAPIDS PUBLIC SCHOOLS

*Educating and inspiring each  
student to navigate successfully  
in a global community*

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**January 31, 2020**

Dear Parents and Community Members:

We are pleased to present our Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for 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 me for assistance at [sthelen@egrps.org](mailto:sthelen@egrps.org).

The AER data is available for you to review electronically by visiting the following website [link](#) or you may review a copy in the school's main office. This cover letter is available at [lakeside.egrps.org](http://lakeside.egrps.org).

For the 2018-2019 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. Our school was not given a label.

#### **PARENT-TEACHER CONFERENCES**

We are proud to report for the 2019-2020 school year fall conferences, 99% of Lakeside's 414 students were represented by parents. For the 2018-2019 school year, 99% of our 423 students were represented by parents at fall and spring conferences. For the 2017-2018 school year, 100% of our 438 students were represented by parents.

#### **SCHOOL PLACEMENT**

Placement in any of our three elementary buildings is based on attendance area, availability, and class size. At the secondary level, we have one middle school for students in grades 6-8 and one high school for students in grades 9-12.

## CORE CURRICULUM

As part of our Strategic Plan, East Grand Rapids Public Schools’ teachers, parents, administrators, and community members work together to align all curriculum areas with state and national standards. The Common Core State Standards have been embedded into our K-12 ELA, K-12 mathematics, and 6-12 social studies and science curricula. Our goal is to develop an integrated framework for 21<sup>st</sup> century student outcomes that encompasses curriculum, instruction, and assessment, which ultimately affect student learning. All curriculum documents are available on our website: [www.egrps.org/District/Curriculum/index.html](http://www.egrps.org/District/Curriculum/index.html).

Through collaboration at every level, East Grand Rapids stands out as a model of public school success and we have received many state and national accolades, honors, and awards in our long history. We view these achievements as a challenge as we endeavor to continually improve our curriculum and instructional practices to meet the needs of all students.

## STUDENT ACHIEVEMENT RESULTS FOR LOCAL AND NATIONALLY NORMED ACHIEVEMENT TESTS

### MATHEMATICS 2013-2020

Lakeside					
Growth: Math 2-5 MI 2010 MI K-12 Standards Mathematics: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	2	64	183.9	9.7	185
Spring 2018-2019	2	69	197.2	11.3	196
Winter 2018-2019	2	68	191.2	10.5	191
Fall 2018-2019	2	68	185.4	11.1	185
Fall 2019-2020	3	70	197.0	10.1	197
Winter 2018-2019	3	79	209.3	12.1	210
Fall 2018-2019	3	78	195.6	11.9	195
Fall 2019-2020	4	82	211.1	11.9	211
Winter 2018-2019	4	67	215.0	9.7	215
Fall 2018-2019	4	68	211.5	10.3	212
Fall 2019-2020	5	68	218.7	9.8	220
Winter 2018-2019	5	77	223.1	12.7	224
Fall 2018-2019	5	77	216.3	12.9	218

Growth: Math 2-5 CCSS 2010 V2 Common Core State Standards Mathematics: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	2	76	191.7	11.5	191
Fall 2017-2018	2	76	182.6	13.0	182
Winter 2016-2017	2	69	191.9	10.4	191
Fall 2016-2017	2	68	183.7	11.6	184
Winter 2015-2016	2	77	192.0	11.1	194
Fall 2015-2016	2	77	179.6	14.5	181
Winter 2014-2015	2	73	191.6	10.5	192
Fall 2014-2015	2	73	178.7	11.9	180
Spring 2013-2014	2	73	198.2	10.3	199
Winter 2013-2014	2	72	192.3	10.8	191
Fall 2013-2014	2	71	182.5	12.1	182
Winter 2017-2018	3	70	209.9	12.9	211
Fall 2017-2018	3	70	195.2	11.6	196
Winter 2016-2017	3	77	209.0	12.3	210
Fall 2016-2017	3	77	193.3	9.6	193
Winter 2015-2016	3	77	208.9	11.4	209
Fall 2015-2016	3	77	194.5	10.5	196
Winter 2014-2015	3	74	211.9	13.0	211
Fall 2014-2015	3	72	197.2	9.5	197
Spring 2013-2014	3	63	215.9	11.4	217
Winter 2013-2014	3	63	206.9	8.2	208
Fall 2013-2014	3	64	196.4	9.8	198
Winter 2017-2018	4	76	214.5	12.3	216
Fall 2017-2018	4	77	209.7	11.6	212
Winter 2016-2017	4	82	215.7	13.0	215
Fall 2016-2017	4	82	211.1	11.9	210
Winter 2015-2016	4	78	217.4	13.5	218

### READING 2014-2020

Growth: Reading 2-5 MI 2010 MI K-12 Standards Language Arts: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	2	64	184.4	16.9	185
Spring 2018-2019	2	69	198.2	13.4	197
Winter 2018-2019	2	68	194.5	14.5	196
Fall 2018-2019	2	68	186.6	16.1	188
Fall 2019-2020	3	70	198.6	13.3	199
Winter 2018-2019	3	79	205.4	12.4	209
Fall 2018-2019	3	78	195.4	13.0	196
Fall 2019-2020	4	82	209.7	12.1	211
Winter 2018-2019	4	68	214.5	11.6	216
Fall 2018-2019	4	67	208.5	13.3	211
Fall 2019-2020	5	71	216.2	12.0	217
Winter 2018-2019	5	79	219.5	13.3	221
Fall 2018-2019	5	79	214.8	12.6	216

Growth: Reading 2-5 CCSS 2010 V2 Common Core State Standards English Language Arts/ Literacy: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2016-2017	2	69	195.3	15.1	201
Fall 2016-2017	2	68	182.8	17.9	185
Winter 2015-2016	2	76	193.2	15.1	195
Fall 2015-2016	2	77	179.2	17.7	182
Winter 2014-2015	2	73	189.1	16.2	191
Fall 2014-2015	2	73	178.4	18.6	179
Winter 2016-2017	3	77	205.4	13.9	207
Fall 2016-2017	3	77	195.9	14.8	198
Winter 2015-2016	3	77	204.5	13.4	205
Fall 2015-2016	3	77	192.5	16.5	196
Winter 2014-2015	3	74	207.7	11.3	207
Fall 2014-2015	3	72	199.4	13.6	201
Winter 2016-2017	4	82	213.1	13.2	214
Fall 2016-2017	4	82	206.2	13.6	207
Winter 2015-2016	4	78	214.2	12.1	214
Fall 2015-2016	4	78	209.0	11.3	210
Winter 2014-2015	4	66	214.9	10.8	216
Fall 2014-2015	4	66	207.0	12.9	209
Winter 2016-2017	5	79	220.7	11.6	223
Fall 2016-2017	5	77	214.9	13.5	216
Winter 2015-2016	5	70	219.8	10.6	222
Fall 2015-2016	5	68	215.4	12.3	216
Winter 2014-2015	5	69	221.2	10.0	220
Fall 2014-2015	5	67	214.6	12.4	214



## SCHOOL IMPROVEMENT

The entire Lakeside Elementary School professional staff is involved in the goal setting process. Our goals were developed through the collaborative involvement of staff, students, and a PTO parent representative. They are based primarily on assessments including the Fountas and Pinnell Benchmark Assessment System, district grade level assessments, and grade level core curriculum assessments including NWEA Measures of Academic Progress (MAP) in grades 2-5, and the M-STEP state assessment for grades 3-5. All content areas of Language Arts, Math, Science, and Social Studies are taught and assessed regularly to measure student understanding.

Our teachers collaborate regularly at building and district levels through committees, staff meetings, and Child Study Team meetings to examine instructional strategies and student progress. Our measurable data indicates a high level of student academic achievement. Staff training and professional learning continue to be areas of focus for professional staff as we research the current best teaching practices for differentiated instruction to ensure academic success for all our students.

## MATHEMATICS

With the goal of improving students' abilities to solve complex problems as well as basic math skills, we use our aligned curriculum, which is supported by GO Math! Resources. Connecting math concepts to real life experiences provides a foundation of understanding for our children and results in high academic achievement. Classroom teachers conduct pre- and post-assessments to determine which concepts need to be taught and then retaught.



## ENGLISH LANGUAGE ARTS

With the ultimate goal of *educating and inspiring students to navigate successfully in a global community*, the development of accomplished communicators is a critical skill for 21<sup>st</sup> century learners. Consequently, Lakeside Elementary students develop proficiency in all aspects of communication: speaking, listening, reading, and writing. While our students demonstrate strong abilities in the area of reading narrative information and answering basic questions, it becomes more challenging when they are asked to gather information from charts and graphs and construct a written response. Our goal is to

provide more opportunities for students to be presented with a variety of text materials and be able to successfully glean essential information. Utilizing the Units of Study for both Reading and Writing using the workshop method, students learn a skill in a mini-lesson and practice applying that skill in a text at their reading level or in their own writing. Conferences held between teacher and student allow the instruction to be differentiated to meet the needs of each child. Classroom libraries directly support our Language Arts curriculum and greatly enhance our teachers' ability to motivate, engage, and evaluate their students in the areas of reading and writing.

## DIFFERENTIATED LESSONS

Several years ago the East Grand Rapids Schools began training teachers in methods and strategies to differentiate lessons for students. The goal is to meet the academic needs of all students while tapping into their individual strengths and interests.

Our goal is to continue to develop differentiated lessons, units, and assessments. This will not only enhance the quality of education for our gifted students, but for all students needing a different method in order to achieve success. Planning with grade level teams allows teachers to engage in professional conversations on the topic of differentiation, and to share ideas and lessons that demonstrate differentiation.

## SPECIAL EDUCATION

Our district provides educational interventions, opportunities, and support for students with special needs. Special Education services include early childhood, self-contained, resource programs, with occupational therapy, physical therapy, psychological, school social work, speech and language, and teacher consultant services. The Individualized Education Program (IEP) Team, including administrators, parents/guardians, teachers, and students when appropriate, meets at least once per year to decide what is required for each eligible student to make educational progress.

Services are provided for our preschool age students, ages three to five, through a variety of options. We evaluate our preschool age children at our Early Childhood Assessment Center. A continuum of services are provided, based on student need, including Early Childhood Home and Community, Early Childhood Special Education Classroom, and related itinerant services.

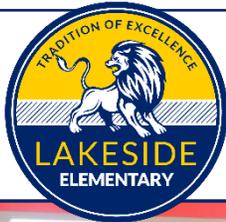
Resource program support is provided in each of our elementary school buildings. East Grand Rapids Middle and High Schools also provide

resource program services for eligible students. By their sixteenth birthday, all East Grand Rapids special education students plan transition activities to reach their post-secondary vision.

Our district also offers self-contained classrooms for students with moderate cognitive impairments at the middle school and high school buildings. Additionally, through cooperative agreements with other school districts, East Grand Rapids Public Schools provide programs and services for our youngest students,

from birth to age three, and for our students who require more specialized programs.

For additional information, please contact the Special Education Department located in the James E. Morse Administration Center at Woodcliff, or refer to the Special Education section on our website: [www.egrps.org/District/Special-Education/index.html](http://www.egrps.org/District/Special-Education/index.html).



## Lakeside Elementary School

*~ Where Kindness Counts ~*



The staff of Lakeside Elementary School believes that all children can and will learn most effectively in a positive, nurturing environment where respectful relationships built on the foundation of kindness are essential to helping students be successful citizens. We highly value student leadership and voice and strive for students to role model for one another. We understand that teaching and learning require a state of readiness and a sense of timing woven with strategic direct instruction. Students need to be exposed to a range of teaching and learning styles within a differentiated lesson in order to maximize their learning opportunities. With high expectations for academic achievement, Lakeside Elementary teachers and parents collaborate to ensure success for all students. We hope to hear you and your children echo our mantra, "Lakeside Elementary, Where Kindness Counts."

Sincerely,

Stephanie A. Thelen  
Principal

