

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Mr. Craig Weigel

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lakeside Elementary School

(As it should appear in the official records)

School Mailing Address 2325 Hall Street SE

(If address is P.O. Box, also include street address.)

City East Grand Rapids State MI Zip Code+4 (9 digits total) 49506-4045

County Kent County

Telephone (616) 235-7553 Fax \_\_\_\_\_

Web site/URL http://www.egrps.org E-mail cweigel@egrps.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_  
https://twitter.com/egrschools http://facebook.com/egrps

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

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

(Principal's Signature)

Name of Superintendent\*Dr. Sara Shubel E-mail sshubel@egrps.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Grand Rapids Tel. (616) 235-3535

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

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

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Robert Wolford

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

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

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	40	77
1	38	31	69
2	41	36	77
3	37	40	77
4	42	36	78
5	35	35	70
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	230	218	448

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2014	455
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 1 %  
5 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Polish, Spanish, Chinese

7. Students eligible for free/reduced-priced meals: 3 %  
Total number students who qualify: 12

8. Students receiving special education services: 6 %  
25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>2</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

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

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

East Grand Rapids Public Schools participates in the Kent County Intermediate School District Schools of Choice program. All students who are residents of Kent Intermediate School Districts are eligible to apply for enrollment in any Kent ISD Public School that has an available opening at the grade level the student will be entering. Students who reside in a school district that is in a different ISD, but that borders Kent ISD, may apply under the Schools of Choice 105c plan, depending on available openings. Each year there is ample interest in attending Lakeside through the Schools of Choice program where students are selected through a lottery system when class size permits. Students who have been suspended or expelled may be excluded.

## PART III – SUMMARY

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Lakeside Elementary School is located in the heart of the East Grand Rapids community. As one of three elementary schools in a small suburb of Grand Rapids, Michigan, Lakeside serves approximately 450 of the 3,000 K-12 students in East Grand Rapids each year. Historically, East Grand Rapids has been known for its motto, “Tradition of Excellence”, and lives up to that standard by providing a high quality education, strong community involvement, and a desirable neighborhood atmosphere. One of the greatest appeals of the East Grand Rapids community is our historic Gaslight Village, only blocks away from Lakeside, which is known for its quaint shops, locally-owned businesses, brick-paved roads, and the iconic gas-lit street lamps as the name suggests. John Collins Park, on the shore of Reeds Lake offers families with a gathering place throughout the year for everything from family picnics and concerts in the park to art festivals. As a walking district, the primary population of students live within the East Grand Rapids city limits. However, each year there is ample interest in attending Lakeside through the Schools of Choice program where students are selected through a lottery system when class size permits.

Lakeside Elementary was built in 1951 and is nestled in the center of a neighborhood community. This ideal location allows students the opportunity to walk to school on a daily basis. Since its original construction, Lakeside has undergone renovations and upgrades. Most significantly, additions in 1998, 2001, and 2006 have added classrooms, an outdoor learning courtyard, and many spaces throughout the building designed for student growth and achievement, including a new gymnasium and stage in support of our performing arts. Over the span of 65 years, Lakeside has benefited from the long-standing leadership of only 4 principals to this present date. We are particularly proud of our most recent renovation in 2015, which turned our traditional library space into a personal learning commons where students can meet in a conducive educational environment for research and collaboration.

Lakeside Elementary is committed to a strong bond between parents and teachers. Teachers go above and beyond to be actively involved with families and in the community at large. The building flourishes with the help of parent volunteers on a daily basis. The Parent Teacher Organization at Lakeside offers many classroom grants to provide additional resources that are used to enhance both teaching and learning. These grants are funded through an annual school auction event. Along with items contributed by the community, teachers donate fun and highly sought after experiences that offer quality time with students. Some highlights include bowling nights, lunch dates, reading and swimming parties, ice skating lessons, science camps and much, much more.

Additionally, Lakeside has received multiple Golden Apple awards and has placed first in the National Online Math League competition several times in both 3rd and 4th grades. For many years Lakeside has encouraged children to “Read a Zillion Books” and supports this passion for reading by hosting well-known authors from a variety of genres to mentor and inspire students to be readers and writers. In order to meet the needs of all learners, Lakeside offers different avenues for maximizing individual student success. Among the most utilized interventions provided, Lakeside offers before school math tutoring, and Leveled Literacy Interventions, English Language Learner instruction, and reading support for grades K-5.

Lakeside strives to provide a well-rounded and diverse cultural learning atmosphere. Our school places a strong emphasis on the arts by providing weekly music and art classes, 4th and 5th grade choir, school musicals for students K-5, an annual variety/talent show, and over 20 years of integrated Spanish language instruction for all students. Lakeside strongly believes in educating the whole child, as exemplified with weekly physical education classes, an anti-bullying curriculum, and a “Kidz Have Rights” body safety awareness program. Lakeside encourages leadership with our 5th Grade Ambassadors as they welcome new families to Lakeside and assist younger students in the building. Our relevant and research-based curriculum is a crucial foundation for the future success of our students as we encourage them to be lifelong learners.

While Lakeside believes that academic success is an integral part to education, we fully recognize the importance of developing a child who is adequately equipped to successfully navigate through real world experiences. Lakeside promotes a mindset of “paying it forward” through fund raising opportunities for various charities and needs in our surrounding communities. Some examples of our fundraising endeavors

are the Hearts of Gold campaign, Kids Food Basket, and by providing needed supplies to our urban sister school. Additionally, we strive to instill strong character values modeled through our school slogan “Kindness Counts”. This slogan has grown into an endowed scholarship awarded to a senior from East Grand Rapids High School each year who exemplifies the essence of kindness to all. Character development is also supported through our annual Dr. Martin Luther King, Jr. and Veterans Day celebrations. Finally, deeply embedded in our school culture is the philosophy of instilling a love for learning in the hearts and minds of each of our students. Our students may only walk the halls of Lakeside for a few short years, but it is our goal that they continue to carry these ideals with them for the rest of their lives.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

At Lakeside Elementary we believe that best practice equates with the highest level of learning. We continually strive to enhance and develop instruction and assessment through ongoing curriculum committee teams made up of Lakeside teachers and administrators who work side by side. Our priority is to offer our students a fully-aligned curriculum in all subject areas based off of the Common Core State Standards and GHCE's for science and social studies. All Lakeside Elementary teachers collaborate with curriculum committee members and our school improvement team to ensure alignment. Lakeside staff members understand the importance of educating the whole child and value the six areas of development- physical, language, social, cognitive, emotional, and cultural needs. Our students are provided with a challenging academic program coupled with a caring school environment.

A balanced literacy approach is essential. Lakeside Elementary Staff values and understands what that entails. Each member of our staff has received years of training in the following: Literature Circles, Guided Reading, Interactive Read-Alouds, Shared Reading, Writing About Reading, Oral, Visual, and Technological Communication, Phonics, Spelling, Word Study, and Independent Reading instruction. Each classroom teacher has dedicated 90 plus minutes to his/her literacy block. Lakeside has a triple-tiered approach to meet the wide range of our readers which is driven by informal and formal assessments. Each classroom teacher offers explicit guided reading instruction. Students that require additional support in our K-3 classrooms receive Leveled Literacy Intervention with our most at-risk readers working directly with our a full-time reading specialist.

Lakeside teachers believe that our work with writers begins with a commitment to have students write each and every day. Over the past three years, our staff has received extensive training in the workshop model of teaching writing. Lakeside staff members continue to put forth great effort to align and strengthen our writing curriculum by utilizing Units of Study in Opinion, Information and Narrative writing by Lucy Calkins. Our youngest writers are exposed to explicit mini-lessons, small group instruction and individual conferencing. Writing assessments drive instruction as our students continue on a trajectory of skill development. At each grade level, students are exposed to Narrative, Informational and Persuasive writing. The complexity and skills taught within each grade level builds within the genres. Students leave 5th grade with a deep understanding of craft and see themselves as writers.

Lakeside has two writing coaches. One is a certified literacy specialist and the other coach has received two years of specialized training in writing through Teacher's College at Columbia University. Lakeside's writing coaches support, model and help implement current research-based writing instruction for all teachers.

Computation skills are no longer the sole outcome of mathematics in the 21st century. Here at Lakeside, we are developing critical thinkers that are equipped for the demands of higher-level thinking. In the Fall of 2015, we became a pilot school for the newly updated version of GoMath. With the alignment of the Common Core, GoMath has been a resource for our staff to help develop the many different facets of mathematics. Our math curriculum encompasses essential questions which ask students to join together in groups/communities and demonstrate their thinking in multiple ways with depth and brevity. This model has changed the way students look at mathematics. Students are now decomposing math problems and discovering new ways to get answers through verbal and written expression. The development of math communities in the classroom has helped students not just focus on the answer, but the multitude of strategies used. Our district's Math Implementation Team has deliberately scheduled time to thoroughly dissect the Common Core to better comprehend the Standards and what each one represents. The Math Implementation Team has then presented this information to the district teaching staff. With this knowledge our staff has formed Professional Learning Communities to better understand the specific set of Standards for each level. Even though we have adopted this curriculum, our staff still understands the need for hands-on instruction and strives to facilitate each student's learning through differentiation.

Science instruction is implemented through hands-on, inquiry based lessons. At Lakeside we use two different models to achieve student engagement and learning. Using the Performance Standards, our science materials come from Battle Creek Math and Science Center which follows the STEM philosophy. Along with the Battle Creek Modules, our staff also utilizes the local and nationally distinguished Van Andel Institute and their scientific process QPOE <sup>2</sup>based methods that has been adopted throughout East Grand Rapids Public Schools. It is with this process that our students' science journey begins. Students are fine-tuning their questioning, predicting, observing, explaining and evaluating skills each year. These skills begin their development in kindergarten and are used throughout each students' Lakeside career as well as into the students' middle and high school years. Lakeside's Social Studies curriculum is taught through a variety of instructional approaches and materials.

Teachers utilize the Social Studies Alive and TCI Academy resources in their classroom. Along with these resources our staff engages students in many hands-on learning experiences. Opportunities include visiting local and State government institutions, historical landmarks, guest speakers as well as culmination projects, which facilitate in our student's overall educational experience. Students become active community members by raising money for beneficial causes, participating in community service and helping others. All these acts are in support of the Common Core and develop the Cross Cultural Competencies in our students to cultivate their appreciation for our global community.

## 2. Other Curriculum Areas:

Lakeside Elementary strives to enrich the lives of all students through the arts, music, physical education, foreign language, technology and connecting with the community. Our goal is for all of our students to develop a sense of independence, a positive self-image, and a love of learning as they navigate through the 21st century.

The Lakeside Elementary art curriculum is directly tied to the national standards and supports both visual and performing arts. Students receive 50 minutes of uninterrupted classroom art instruction on a weekly basis. This means that by the time our students reach 5th grade they have studied a variety of artists, cultures, and mediums. Our students' artwork is proudly displayed throughout our hallways as well as in our community. For example, our kindergarten students take part in an annual Kindergarten Art Gala. Each student creates a piece that is proudly displayed in East Grand Rapids' Performing Arts Center. Lakeside also participates in an Art to Remember fundraiser. Students create original artwork which can be printed on a variety of home and gift items. This fundraiser directly supports our art program and provides additional funds for art supplies.

Lakeside prides itself on providing an opportunity for all children to take part in our annual school play or musical. Lakeside offers two productions each year under the guidance of a local director. Our K-2 students are introduced to the world of acting in a workshop setting. Our third through fifth grade students take it to the next level. In addition to performing, students are in charge of crew, ticket sales and advertising. They are also taught how to build sets, operate sound and lighting equipment, and design costumes.

East Grand Rapids Public Schools also places high value in our music programs. Lakeside Elementary students are exposed to a variety of performance and learning opportunities that foster teamwork, respect for all cultures, and a lifelong recognition of the intrinsic worth of music in the human experience. Lakeside's 4th and 5th graders have their own choir. They meet weekly before school and perform at assemblies and various events.

The development of healthy and active lifestyles are taught in childhood. At Lakeside we not only believe in teaching these life-skills to our students in the gymnasium, but also outside the gym. Which is why each spring we give our students the opportunity to participate in Running Club. This Club allows our parents opportunities to volunteer and the students the ability to practice their running skills for the LBW year-end race finale with all the community elementaries participating. In each grade level, students develop motor skills, physical fitness skills, cognitive and social concepts. These skills are taught in an active, non-threatening and supportive environment. Students at Lakeside understand the benefits of leading a healthy lifestyle as they continue to grow and develop throughout their lives.

Lakeside Elementary offers a Spanish curriculum for each of our K-5 students four times a week. The Spanish curriculum integrates and supports concepts taught in the general education classroom in the subjects of science, social studies, math, writing and language arts. In addition, students are given opportunities to deepen their cultural awareness and appreciation for diversity in our local and global community. Instruction and student participation is primarily in the target language. Students use songs, reading, skits, presentations, projects and conversational practice to improve their Spanish language proficiency. By the time students enter the Middle School they have a solid foundation of Spanish vocabulary, an understanding of how to be a successful language learner and an ability to share what they know in the target language.

### 3. Instructional Methods and Interventions:

Successful instruction and intervention are driven by differentiation within all subjects. Students in kindergarten through second grade use a centers-based model for their guided reading groups while students in third through fifth grade transition to literacy circles. Differentiation also occurs within our mathematics curriculum, allowing teachers to engage and support students who struggle and those those in need of more advanced concepts. All students are assessed in these core academic areas through the use of MAP testing, Fountas and Pinnell Reading Assessment given twice per year and other informal assessments given throughout the school year. These scores help determine instructional methods, possible interventions, and flexible grouping in both reading and math.

All students receive differentiated math and guided reading instruction in the classroom. If a student qualifies for, or is in need of more intensive instruction, they are brought to the Child Study Team in order to determine further accommodations for our Multi-Tiered Support System. After review of the student and their strengths and weaknesses, it is then recommended that the child may receive additional services to help supplement good classroom instruction. This may include small group reading support with a highly qualified reading interventionist, Orton-Gillingham instruction provided by a our highly qualified special education teacher, further assessments provided by one of our many trained specialists, or simply collaboration among support staff (Social Worker, Reading Specialist, Occupational Therapist, Special Education, Speech Therapist) and classroom teachers to assist students.

On the other end of the spectrum, if a child shows exemplary skills in mathematics, they are then put in a cluster group where they can work with their peers with differentiated instruction. This may include a small group of fourth graders joining a fifth grade math class, or some Lakeside students going to the Middle School in order to be taught at their instructional level.

The use of instructional technology is an area of strength for our teachers. A passage of a recent Bond Issue has afforded our students and teachers in third through fifth grade the opportunity to participate in a 1:1 technology environment. Classrooms in kindergarten through second grade are equipped with ten iPads each as well as a mobile Chromebook cart. Additionally, every classroom has been outfitted with a technology cart complete with an interactive projector, document camera, and computer. With the full support of our district the Lakeside staff have received substantial support with regard to meaningful and effective technology PD opportunities, ensuring that technology tools and resources are meshed effectively into the curriculum. Teachers also leverage a variety of online tools to support instruction in the classroom. Programs such as IXL and Think Central (GoMath Curriculum) are designed to support and extend quality math instruction. The Google platform is also an invaluable tool that our teachers and students use on a daily basis to collaborate on projects, create presentations, and to share ideas. Review activities have also taken a technological twist in recent years with the introduction of online review sites such as Quizlet and Kahoot. These interactive review games allow students the opportunity to interact with the curriculum in a fun and low stress environment. Additionally, these types of formative assessments also provides teachers with meaningful and immediate feedback on student performance.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Lakeside Elementary uses a variety of assessment data to analyze and improve student and school performance. Teachers administer Fountas and Pinnell text leveling assessments, Units of Study writing rubrics, Go Math pre-tests and post-tests, MAP (Measures of Academic Progress), and M-STEP (Michigan Student Test of Educational Progress) data on an ongoing basis throughout the year.

In English Language Arts, Fountas and Pinnell assessments are used to assess each individual student's reading level. This assessment includes reading fluency, reading comprehension and writing components. Students are assessed on their independent and instructional reading levels. Classroom teachers formally work one-on-one with students to assess reading levels in the fall and spring of each school year. Ongoing, informal reading assessments are conducted throughout the year. Student writing is assessed using a grade-level specific rubric for each genre of study.

Teachers also use Go Math pre-test and post-test data to drive student instruction in the area of Mathematics. This data is then used to form small groups based on students' individual needs. Tutorial groups and challenge math teams are formed based on this data as well.

MAP and M-STEP assessments are National and State standardized tests that guide instruction. Students in second through fifth grade take the MAP assessment in the areas of reading, language usage, and math during the fall and winter. The M-STEP is administered in the spring encompassing the areas of Language Arts and Math to students in third through fifth grades. Additionally, fourth graders take the M-STEP science test, while fifth graders take the M-STEP social studies test.

Staff at Lakeside Elementary uses all of this combined assessment data to drive classroom instruction and student learning. Assessment data is used to allow teachers to differentiate instruction effectively for ALL students. This aspect of differentiation is clearly developed in part VI of this document.

Lakeside Elementary parents, students and the community are informed about student achievement in a variety of ways. We provide parent information nights in September. Additionally we have parent/teacher conferences twice a year, as well as standards based report cards to show student progress. In the classroom, students are given age appropriate feedback on their assignments to assure clear understanding of their progress.

Lakeside Elementary has no achievement gaps between the test scores of all students and the test scores of any subgroup.

Lakeside Elementary is a high achieving school. We believe that our data driven instruction, which relies on the assessments described above, is a key component to our school's success.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

“Kindness Counts” is the foundation of the experience at Lakeside Elementary. Beginning over 20 years ago, this motto helps to promote a positive climate and school culture. Students, staff and visitors are immersed in this theme as they enter the building and navigate the hallways with visual reminders of this belief. “Kindness Counts” helps promote our district’s goal that all students will navigate successfully in a global community.

Lakeside Elementary has two initiatives that address student safety and promote a positive learning environment; Dr. Marcia McEvoy’s anti-bullying program entitled “Helping Kids Get Along”, and a body safety awareness program entitled “Kidz Have Rights”. The school social worker meets regularly with lower-elementary students to instill the appropriate behaviors and strategies to maintain Lakeside as a place where “Kindness Counts”. Mini-lessons are provided throughout the year for upper-elementary students to maintain consistency and support for students.

There are many activities promoted by both staff and parents at Lakeside Elementary for students to get involved in extracurricular activities. Kindness, health, safety, creativity, and academics drive our activities to provide for students of all learning styles, interests, and backgrounds. Fifth Grade Ambassadors is a group of fifth grade leaders that help new families adjust to Lakeside and provide assistance to younger students in many different aspects of the school day. Our spring Running Club and Girls on the Run programs both promote health and fitness. The Safety Program provides opportunities for student leaders to help keep the school a safe place before, during, and after school. The annual school play and Variety Show both provide opportunities for students to display their talents in the Arts. Grade-level math teams meet on a regular basis throughout the year to reinforce, motivate, and enrich math learning. Chess team, weekly Harry Potter readings, and Brainstormers, a cooperative writing experience, provide other opportunities to challenge and engage students of all ages and interests.

Lakeside Elementary students and staff have developed many ways to think of others before self. We hold an annual Veterans Day program to honor those that serve and have served our country and have modeled the idea of serving others before self. Our Champions of Diversity team organizes a school-wide celebration of the life of Dr. Martin Luther King. The message presented to students during the celebration highlights the “power of one” and how individuals of all ages can have a positive impact on the world around them. Additional ways students have experienced serving others is by supporting our sister school throughout the year and by volunteering and donating goods for the Kid’s Food Basket, a non-profit organization that provides sack meals to local students in need.

### 2. Engaging Families and Community:

At Lakeside Elementary, staff and parents are recognized as an established team to promote learning for each student. Parents are involved in many aspects of the school year experience, such as chaperoning grade-level field trips and classroom celebrations, as well as volunteering in the classroom, learning commons and general school setting. Communication between home and school is a priority to maintain a support system for each child’s social and academic success. This is accomplished through a school-wide weekly electronic newsletter as well as frequently updated teacher websites and blogs. New families are welcomed to a “Meet and Greet” social before the school-year begins, as well as provided a support system through the Fifth Grade Ambassadors.

In addition to Kid’s Food Basket and our sister school partnership, students are engaged in serving throughout the community. Lakeside has hosted school wide collections for soldiers’ necessities in collaboration with the Grand Rapids Home for Veterans. Furthermore, we work with a local group, EGR Dads, to help provide for families within our East Grand Rapids community that need support.

The Parent Teacher Organization, PTO, hosts an annual auction to raise money for school programs and

needs. Money raised by this auction has provided financial support for class field trips as well as enriching the classroom learning environment with technology, school supplies, extracurricular activities and teacher-requested grants.

### 3. Professional Development:

Lakeside teachers benefit from knowledge that can be gained from others in order to promote the highest quality learning environment for all students. This professional development is valued, encouraged and supported by the district leaders and administrators.

Knowing the quality and professionalism of each staff member, academic development is highlighted weekly through team meetings where teachers can strengthen and support the growth of colleagues in particular areas of academics. We have a committee of teachers for each of the academic areas that strategically provide beneficial staff training based on current trends and student data. The science committee works in a partnership with Van Andel Education Institute, the literacy committee has worked with nationally recognized mentors through the Teacher's College as well as other professionals. Teacher learning in the areas of math and social studies are supported through additional committees and resources.

In order to maintain a high level of academic achievement, Lakeside Elementary provides teachers and staff with year-round opportunities to grow professionally. District-wide teacher education takes place prior to the start of the school year, as well as specific days devoted to professional development throughout the year. New teachers attend a week-long orientation prior to the start of the school year to become familiar with the curriculum, goals and expectations of East Grand Rapids Schools.

Grade levels have designated team planning time for monthly collaboration in addition to the weekly blocks for curriculum planning while students are at gym, music and art classes. Summer learning programs are also provided for teachers to continue their learning outside of the school year. These are hosted and supported both by the district and nationally recognized experts. Additionally, we have optional "lunch and learn" mini sessions to keep current with technology tools that support student learning.

### 4. School Leadership:

Lakeside Elementary's School Improvement Team works to maintain the district's motto of a "Tradition of Excellence". The team consists of individuals that represent all aspects of education. Led by the building principal, this group meets regularly to analyze data and current trends to set school-wide goals that will promote the continuation of student success at both the local, state, and national level.

Another important facet for the success of all students is the Child Study Team. This group of teachers, administrators and special services staff meet weekly to assess students requiring additional support. The Child Study Team has been put into place to review ideas and strategies to help the child strengthen and reinforce his/her social and academic skills. This shared information is important communication piece carried from year to year for the child's continued success throughout grade school and beyond.

Individual teachers take on leadership positions within the building as well as district-wide. From being a representative on a district committee, to providing before/after school support, teachers and staff have many opportunities to share their strengths and provide students with the best possible chances of success.

Leadership is the foundation of student success that is evident at Lakeside Elementary. All levels of staff play an integral role in the continued success of Lakeside learners.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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Differentiation is the key academic practice that Lakeside Elementary uses to ensure that all students achieve academic success. We believe that differentiation is the recognition of and commitment to plan for student differences. We strive to have differentiated classrooms in order to maximize student growth and to promote individual student success. Differentiation requires meeting the students where they are at academically. Our instruction is therefore guided by a variety of assessment tools designed to measure student progress.

### Differentiation in Language Arts:

Every fall, each Lakeside student takes a research-based Fountas and Pinnell reading assessment to measure his/her current reading level. Classroom teachers are then able to differentiate their instruction throughout the year using small, flexible Guided Reading and Literature Circle groups to match each student's readiness. Specific reading, comprehension, vocabulary, and word work strategies are taught to students based on their individual abilities.

Lakeside Elementary has tiered, differentiated reading support which also extends beyond the classroom. Leveled Literacy Instruction (LLI), led by a specifically-trained LLI instructor, is provided to students who are reading near grade-level expectations and need additional support. A daily Reading Support intervention, led by a certified reading teacher, is provided to students reading below grade level.

### Differentiation in Math:

In math, every unit of instruction begins with a research-based Go Math pretest designed to help the teacher adapt that unit to each specific child's needs. Teachers work with students in small groups to target their individual needs as identified by that pretest. Lakeside teachers incorporate tiered lessons, a variety of technology tools, and multiple modalities to teach similar skills in a differentiated manner.

Lakeside also offers differentiated math support that extends beyond the classroom. Before-school math tutorial groups are provided for students lacking foundational math skills. Lakeside Elementary also has math teams in third, fourth, and fifth grades to provide an above-grade-level opportunity for students who want an additional challenge in the area of math. Those teams have won a combined seven national championships in the past 17 years!

### Conclusion:

Lakeside's use of differentiated instruction focuses on a large number of data points: Fountas and Pinnell reading assessments, M-STEP (State of MI) tests, MAP tests, Go Math unit pretests and posttests, and much more. All of these indicators are used not only to implement our various forms of differentiated instruction, but they also are proof of the success of these same practices.