

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Jens Milobinski

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

Official School Name Lakeshore Elementary School

(As it should appear in the official records)

School Mailing Address 3765 North 168Th Ave

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

City Holland State MI Zip Code+4 (9 digits total) 49424-1152

County Ottawa County State School Code Number* 07840

Telephone 616-786-1499 Fax 616-786-1491

Web site/URL http://www.westottawa.net E-mail milobinskij@westottawa.net

Twitter Handle @LakeshoreWO Facebook Page _____ Google+ _____

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 that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mr. Tom Martin E-mail: martint@westottawa.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Ottawa Public School District Tel. 616-786-1400

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

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. George Jacob
(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 that it is accurate.

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, Office for Civil Rights (OCR) requirements is 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 school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 11 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. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	28	21	49
K	34	38	72
1	37	27	64
2	31	31	62
3	32	37	69
4	27	26	53
5	29	30	59
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	0	0	0
Total Students	218	210	428

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 66 % White
 - 4 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 16%

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, 2012 until the end of the school year	60
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	67
(4) Total number of students in the school as of October 1	428
(5) Total transferred students in row (3) divided by total students in row (4)	0.157
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 16 %
68 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Vietnamese, Laotian,
8. Students eligible for free/reduced-priced meals: 50 %
 Total number students who qualify: 195

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 8 %
39 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 categories.

- | | |
|-------------------------|---|
| 5 Autism | 2 Orthopedic Impairment |
| 0 Deafness | 5 Other Health Impaired |
| 0 Deaf-Blindness | 8 Specific Learning Disability |
| 0 Emotional Disturbance | 19 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 2 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	2
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 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
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 X

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

PART III – SUMMARY

All Lakeshore students must be College, Career and Life Ready by the time they leave our wonderful building in 5th grade. This is our vision and mission statement all in one! These components will help all students to succeed at the middle school, high school, and then at either college or their career. All staff members and all students at Lakeshore are aware of our mission and vision statement. The staff at Lakeshore provide the necessary tools and complex thinking skills to help each child reach his/her highest potential. The students at Lakeshore Elementary come to work, grow, play and develop each and every day. Their limits are endless, their dreams and potential will be brought out by the caring community surrounding them. All Lakeshore Learners strive to be caring, confident and empowered community members. All families who apply to Lakeshore are accepted as long as there is space available in our classes.

Lakeshore has a truly diverse population that attends every day. Migrant communities, farms, neighborhoods, apartment complex's, neighborhoods, and lake houses, make up the Lakeshore district. Caring and involved parents from all of these groups, are what make this such a wonderful and successful school and community. Our Parent Teacher Organization is a driving force behind the fun and exciting extras here in the building. Swim lessons, school store, popcorn Friday, reading night, math night, writing night, and fall festival are just a few things that our PTO puts on for all students annually at no cost. These dedicated parents and staff, meet each month to work on details of the wonderful events that have been planned.

Lakeshore has been awarded the Michigan award for "Beating the odds" the last 2 out of 3 years. The school has also been awarded the Michigan award of "Reward school" for being in the top 95% of all academically achieving schools in the state. While state awards are wonderful, the students and staff continue to focus on that mission statement of being College, Career and Life ready.

Only when every Lakeshore student achieves that goal, will the community be ready to celebrate. Our students love to READ all of the time. Fun contests like the Iditaread in March help to focus the students energy on being life-long readers and life-long learners. Our students and staff don't believe in reading something because the Principal or teacher have assigned that reading. They read because of their love for reading and learning. Students are often seen working with other students throughout the building. The 3rd grade spends time with our Kindergartners and the 4th grade spends time with our 1st graders. This is so special and fun to see when our students are growing and learning from each other. Parents with their own personalized ID badges come into Lakeshore every day and all day long to help work in small groups and individually to READ with our students. This community feel is what makes us a successful school. Each and every moving and working part is just as important as the other.

Above all, Lakeshore is a fun place to be. Children have fun on our wonderful playground, at our many evening events, in the classrooms, the hallways and the cafeteria. Lakeshore students strive to learn and to be College, Career and Life ready. The adults of this wonderful community strive for the same things. We are excited to be considered for this prestigious award!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The MEAP test is the state standardized test that the state uses to compare school districts in the state of Michigan. While Lakeshore uses this data often throughout the year and with the school improvement process, it is not the only data that is looked at. Our district does put a lot of effort into organizing this data so that it may be used and disseminated by building principals and staffs. Community members are made aware of the test before hand to show the importance of that test. Results are shared when allowed by the state, and teachers are always willing and able to discuss these results with students and parents. All grade levels have seen growth in this state test over the past years. We are especially proud of the Math scores that continually rise from year to year. This is especially true when we see students stay at Lakeshore Elementary year after year. Writing, Reading and Science scores also continue to grow over the years. Knowing that the longer students are enrolled at Lakeshore, the better chance that they have of receiving "proficient" scores is truly rewarding. In the state of Michigan, proficient means that students have scored a 1 or 2 on these state standardized tests.

b) In math, Lakeshore Elementary has worked hard to incorporate "delta math" into it's math curriculum. Delta math is a form of math intervention that is sponsored by our local Intermediate School District. Over the past 5 years, Math scores have almost risen by 40% by the time our students are in 5th grade. The grade levels that have embraced this technique have shown even more growth than the ones simply meeting building requirements. The building has also worked hard to make math a continuing goal with it's school improvement process. Only when these procedures and ideas are continually brought back, do we start to see success. Teachers hold each other accountable as much as building administration and central office administration. The implementation of Discovery Education has been added just this year in an effort to push even harder at the lower levels of our building for increased math learning. We look forward to seeing how these trends play a role in our overall learning.

In reading, Lakeshore has invested much time in the Response to Intervention process. Over the past 5 years, scores have risen around 15% points once the students are in 5th grade. This is once again the same trend as we see in our Math program. Many important sacrifices go into making this program a success. Hiring a core support teacher and having a school psychologist, along with resource teachers that are knowledgeable in the process is a key factor. Lakeshore has reading data meetings every 6 weeks with all grade level teachers, core support, resource , administration and school psychologist. Guest teachers are hired on those days so that staff may have the important data meetings where all individual students are looked at in each classroom. While this is an expensive thing to do for our school and district, we find that it is one of the most important integral parts of making our school community such a success.

Turning our fun evening events into more of a structured learning event has also had profound results. Instead of just having a fall festival celebrating with games and activities, we have turned it into a night where students are also having a math night. The same goes for our Reading and Writing nights. Our PTO has worked hard to sponsor these events by coming up with the money needed for these events.

Our building is aware of our academic gap for our English Language Learners. We know that our gap with our ELL learners is to high for both Math and English. Small groups of students are seen by our ELL teacher to give these students an extra intervention time to address their needs. This ELL teacher then communicates with the classroom teacher to offer ideas and strategies to help give these students the extra support that they need. All teachers know who their students are that need this extra support in order to close the achievement gap. This collaboration between the classroom teacher and the ELL teacher is the reason that we are seeing improvements with closing our gap. Much time and effort in the building has gone to making improvements in programming for these students. The ELL teacher has used part of her funding for after school activities to help support this group of students. The after school tutoring also provides transportation and often snacks depending on the funding amount. Teachers have also volunteered their time to have a before school reading club. Teachers then specifically targeted these students in an effort to have them come and be a part of this fun learning culture.

2. Using Assessment Results:

Lakeshore Elementary uses data meetings on a regular basis for both reading and math. Our reading data is analyzed every 6 weeks in our RTI meetings. This is an opportunity for all grade level staff and support staff to look at the growth needed and the growth attained by each and every student in the building. Important decisions based on core curriculum as well as intervention curriculum are made during these meetings. As the building leader, the principal is always looking at other buildings data and talking to those principals to see what success looks like at each grade level as well.

Students who need interventions have letters sent home to explain to parents what the school is working on, and encouraging them to assist as much as possible with help at home. Parents are encouraged to call teachers and administration to discuss these interventions and specifics to increase achievement. By using the University of Oregon DIBELS website, the team comprised of the principal, school psychologist, core support teacher, special ed teachers, and all three grade level teachers, can see specifically what individual needs every student has. The team spends two hours with each grade level to ensure that every child in each grade is addressed by the team. If a student needs more help in reading fluency, then Read Naturally may be assigned to that student. The team may look at the Rigby running records to make specific recommendations for individual students as well.

Discovery Education has brought about even more data for us to look at and disseminate. PLC time is used on a regular basis to address this new system of testing, education and data analysis. Grade levels are provided enough time to go over individual tests and whole group testing. This is done in both math and reading. Grade levels have started to create probes where all students can be retaught or taught at an accelerated level to meet each individual students' needs. Discovery Ed data and information is slowly and carefully being looked at since this is our first year using this data. We will continue to look at the data involved with Discovery Ed, make instructional changes as appropriate, and get this information to our families. It is important to us to make sure that we do not give out too much information too fast, until we are comfortable and can give reasonable and sound explanations for all stakeholders.

3. Sharing Lessons Learned:

Delta MATH, the county-wide math intervention strategy has been a topic of much conversation within our district as well as within our county. While Lakeshore was one of the original schools to jump on board and integrate into our weekly routines, many other schools from the district and the county have been lagging behind. The principal often talks about the success that Delta Math has brought to the building and that we believe it to be a major part of the continued growth that we have seen in our building. Our teachers are also the biggest proponents of this program and continue to share the news to our other buildings. Often teachers from other buildings come to meet with our teachers to discuss the success and strategies that are being used in the building. Teachers are often on the district wide Math committee and also go to the Intermediate School District to represent our building for math conversations.

The idea of making fun evening school events into a combination of fun and academic nights has stemmed from PLC time with other building principals within our district. The ideas that have worked in one school need to be shared with the other schools in order to share that success. Building administrators truly believe in helping and supporting each other as a means for district-wide success, not just building success. The simple idea that many minds are stronger than one is very apart at West Ottawa Public Schools. The principal has taken it upon himself to continue to network as much as possible with principals from other districts as well. Sharing ideas and learning from them may be an out of the box idea, but might be exactly what one might need in order to reach that next level of achievement.

Collaboration is the key with success. Taking a chance and trying something that may seem to be out of the box is also an important component to reaching the success. It is our responsibility to try to reach these goals for all of our students.

4. Engaging Families and Community:

Family involvement is one of the key aspects to any buildings success. The principal continues to impress on all families that they must be an active participant in their children's education. Parents are expected and encouraged to play a major part in their child's daily work at school and at home. Our school improvement team continues to strive to find ways to get our community and parents involved as much as possible.

Having our PTO on board and having the same goals as them, has been a huge part of the success at Lakeshore elementary. Sometimes some very simple things like having daycare available at no cost, having food, or simply personally inviting them has a huge impact. Having free and available daycare often makes or breaks my families' decisions in our personal life. By knowing this and taking this personal experience to heart, we have opened the door for many more possibilities for our families. Sometimes it truly does take a village to raise a child, and we embrace that concept here at Lakeshore.

The ELL teacher and the principal went and drove out to one of our bigger migrant camps. The goal was to personally invite each and every family to come to our open house. It was very important for the principal to have this teacher with him who spoke fluent Spanish in order to connect with them. Not only does the teacher speak fluent Spanish, but she has built a rapport with these families over the years to gain their support and has earned their trust. This was also an eye opening process for me to see the lives of these families. We then shared our findings with the rest of the staff in order to help our staff realize what struggles some of our families have on a daily basis.

Besides making lots of phone calls, sending lots of e-mails, tweets and personalized letters, we strongly believe that making home visits has a huge impact in a positive nature. It is important to never overstep this and push too hard into someone's personal lives, so we save these visits for only our most important situations.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The district has worked hard to create core curriculum committees over the past few years. These committees continue to look at and work on major and minor changes to our curricular needs. The principal and teachers understand the need to be a major part of these committees as they drive changes for the district. Our central office has worked hard to find the right people to fit into these committees. Once again, Lakeshore understands the importance of these committees and the work that they do.

Lakeshore and the district have been investing a lot of time into learning the common core standards. In doing this, we have also acknowledged the need for a continued review of our reading and writing curriculum. Lakeshore sent teachers and administration to Lansing this past summer to learn more about the Michigan Association of Intermediate School Administrators (MAISA) writing units. We will also do this for this upcoming summer to learn more about the MAISA reading workshop units. As we continue to refine and grow our ELA programs, this professional development will have a big impact on building and district decisions. Our RTI program also continues to be a major part of the success of our ELA programming. This continued data collection, meeting and decision making is what enables us to target our students with differentiated learning needs. It is our goal to have our RTI program be a strong part of the overall ELA program.

The science and social studies team have been recently identified as well. They are working at addressing the needs of the district and researching professional development to be done as an entire district. Science and social studies experts from within the district will help to make up a part of this group as well as the individual teachers from Lakeshore. District administrators who have been experts in these fields are often a part of these teams as we work to move our curriculum forward to match the needs of the Common Core.

Math has been identified as a need for improvement by the building school improvement team. Our staff meetings, PLC time, and professional development will continue to be geared towards continual improvement. While the building is seeing improvement, we would like to see more improvement at a faster rate. Delta math and Discovery Education will both be major factors in addressing this math need along with the use of the most updated edition of our Math Expressions books to support the curriculum. Delta Math is the county wide intervention program to help identify needs based on quick assessments in the classroom. The turnover rate can be a matter of minutes. This helps our building to identify the needs of each individual student as quickly as possible.

The five specials at Lakeshore elementary continue to be integrated with grade levels as needed and as much as possible. Physical Wellness, music, art, technology and Spanish make up these specials at Lakeshore. They also use PLC time and professional development time to work with other teachers throughout the district in order to help support each other and their specific curriculum. Each individual special has time to work with 4 other teachers in the district who teach the same thing, to align their curriculum to the requirements of the state of Michigan. These teachers are then also working on supporting the student's specific needs in reading and writing through their programming.

The Spanish Immersion program continues to flourish at Lakeshore elementary. We had a major initiative last year to help the program grow into the middle schools. Staff and administration played a major role with the development of the curriculum moving forward. Both staff and administration also work hard to find professional development to help support the program and grow the curriculum as needed. The school board adopted curriculum is used for all content, yet it is taught in Spanish. The Spanish language arts part of the day, is the part that teachers are continually growing and expanding.

2. Reading/English:

The school and district have been using the board adopted curriculum from Houghton Mifflin. However as the common core has come to us, we have realized that we need to continue to supplement our program to

make sure that our students' needs are being met. Teachers have been using daily five, CAFE and other strategies to ensure that the students are receiving the necessary instruction. Teachers continue to learn about and pilot lessons using the readers workshop model as well. Lakeshore has been involved in Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI). This unique opportunity gave us the ability to continue to dialogue, collaborate and grow with other schools in the county on successful reading strategies. During our transition from the state GLCE's to the common core, we continue to evaluate these different instructional methods and then review assessment data to make best practice recommendations moving forward. Different ideas of how to incorporate a readers workshop model into already successful models of the daily five are happening on a regular basis. Maintaining that each classroom has individual, small group and whole group instruction has been a priority at Lakeshore. Students need to continue to receive instruction in multiple ways.

Through the RTI process, we continue to gauge the success and or failure of our students reading success. Of course other benchmarks such as Rigby are used as well. Ensuring that our students do not fall behind at early elementary has been one of our major focuses, as well as acknowledging when a student is behind, and then addressing that students individual needs. This has been a major driving force in the success of our reading program at Lakeshore. Struggling students continue to receive intervention supports each and every day. Teachers know who all of these students are and build more individual instruction time into their days. The overachieving students are given the freedom to continue their success in the classrooms. They often are given specific individual work and goals by their teachers. Advancing them to another grade levels curriculum is always an option in an effort to continue their growth.

Many other little fun projects go into the success as well. One being a simple "tweaking" of the accelerated reading program. Teachers have ensured that they making the main goal to read, read, read. A big part of that is finding the appropriate books for the students to read, and to make sure that the students are reading books that they enjoy. Students must be given the chance to read materials that are enjoyable to them and appropriate to their reading level. This helps to address students that are reading above and below grade level at all K-5.

3. Mathematics:

The district has recently made a large purchase to attain the most current edition of Math Expressions. This edition is based on the Common Core. The district created a math curriculum team to help to make this most recent purchase. As the Common Core continues to drive instruction, Lakeshore continues to make adjustments to its curriculum as needed. We also strongly believe that our text books are a resource for us to help teach, and are not the "end all, be all" to how and what we teach our students. Lakeshore is using the most current edition of Math Expressions and we are in the 2nd year of implementing this curriculum. The Math Expressions program is the most aligned to the common core of any of the programs that were reviewed.

Instructional methods are being aligned to the instructional methods for our ELA programming where we have seen a lot of growth. Individual, whole group and small group instruction are all being used during our Math instruction. High achieving students are allowed to work ahead in the next grades curriculum when needed. Delta math helps to give both advanced and remedial help when needed. Lakeshore will be visiting a neighboring school district in May to learn more about their math R.T.I programming. Every teacher uses about 10-15 minutes of their math block to give individualized instruction to students who are achieving below expectations on assessments.

Lakeshore teachers have recently received professional development is "math model drawing" based on Singapore math. As we continue to progress with our knowledge and comfort level of this technique, we grow as a staff in finding yet another instructional practice towards educating our students.

We are using our results from discovery education to help find any gaps in our students learning. This continual data application helps our staff to know where each individual student is and make group or individual changes as needed. The building principal has made it a priority to give PLC time during the year as often as possible. Teachers are making probes using this data and then reteaching and adapting their teaching.

Delta Math is used at grades 1-5 to as a part of our math RTI. This county wide tool is used on a regular basis here at Lakeshore Elementary. Lakeshore has been using this process for the last 5 years. As we have seen steady progress in our Math scores, the momentum continues to build towards more and more us of this tool.

Lakeshore has also put a lot of emphasis on using a website called IXL to help support and differentiate math instruction for all students. While this does come at a very expensive price, our PTO has taken it upon themselves to purchase this for all students. Teachers often use our iPads during the school day to give extra time for extra support for students on IXL. This is also a fun and easy way to give our high achieving students a chance for more advanced math learning.

4. Additional Curriculum Area:

The art teacher at Lakeshore and the other art teachers at West Ottawa public schools have worked hard over the last 3 years to integrate reading and writing into their daily curriculum. The art teacher at Lakeshore has been going through specific and targeted professional development from the literacy coaches in the district. By working with these literacy coaches, our teacher has been given and developed reading and writing activities and instructional strategies to make reading and writing a part of his curriculum. The art teacher has been working on this in the past, but now with this targeted instruction, he has been given the resources to meet the need. At Lakeshore, the art teacher has been given PLC time to continue to share our ideas and success stories among the other art teachers in the district. By having this time with each other, they feel validated and know that their task is an important one that needs to be revisited on a regular basis. Supporting the art teachers has been a high focus from the entire administration team in our district. These teachers also continue to use whole group, small group, and individual instruction to help our students understand the structure of their day. By giving our students extra opportunities during their art time each week to continue with their reading and writing instruction, we are hoping to give them the needed guidance for success. This cross curricular instruction between art and ELA will continue to be an important focus for Lakeshore as we are always trying to find areas of improvement for our students.

5. Instructional Methods:

Whole group, small group and individual instruction has been incorporated into the Lakeshore teaching and learning model the past 3 years. Every ELA and math lesson needs to have whole group, small group and individual instruction. This is, however, just the start to the differentiation that each of our children deserve and receive. Teachers continuously use data from Discovery Ed, Delta math, DIBELS and progress monitoring to pinpoint needs of individual students. By taking the time to know and understand the data that is available, teachers can then know exactly what skills need to be retaught or taught in a different way. This is truly the only way that we can make sure that all students' needs are being met. Teachers use their conferring time to not only have meaningful conversations with students, but to also give them that necessary individual instruction. Students see how whole group instruction meets the needs of the entire group and to give the overall guidance needed to start the learning process for the concept being taught. Small group instruction then gives the students the differentiated access to revisiting, re-teaching, and or practice as needed. The individual instruction helps to ensure that every student is having his or her needs met for full comprehension of the new material and concepts.

Lakeshore Elementary has added another computer lab and completed an iPad cart this year. These tools have been great assets as we move more and more to use technology to help and support the curricular needs. Lakeshore staff has made it a point to continue to make the use of technology important in all classrooms. Staff works hard to show students how they use technology in their instructional delivery as well.

The addition of discovery ed for testing, probing and added resources has been a major technological advance for our staff and students. We are finding more resources with Discovery Ed as we become stronger users of this tool. Math web-sites such as mobymath, IXL, and extramath have also strengthened our differentiation abilities and our students technology abilities. We strive to use these tools to get all students the support that they need to be college, career and life ready.

6. Professional Development:

Professional development for Lakeshore Elementary and West Ottawa public schools is made a top priority by administration and teaching staff. The central office administration has built in professional development into the contract to ensure opportunities for all of our teachers throughout the year. Central office works collaboratively with principals to put together a comprehensive plan to help the academic growth of all of our students. Not only do our teachers get professional development at the start of the year, but they get it throughout the year as well. Most of Lakeshore's staff meetings are also geared towards professional development instead of "administrivia." Professional development is decided upon after looking at staff and student needs. Central office administration works with the building principal to look at specific targeted needs based on data collection. These needs are then paired with professional development to address these needs. As reading continues to be an area of needed growth, Lakeshore staff and district staff have continued to visit different professional development leads to address this area. The readers workshop is an area where we have spent a lot of time and energy in researching professional development. Pilot programs have been put in place and the district monitors these programs and then spends time analyzing the data that comes back from these pilot programs.

At Lakeshore we know that our math scores are not moving up as fast as we would like. We appreciate the growth that we are seeing, but we are not satisfied with this, as we are trying to meet the needs of every one of our students. The change to the common core, as well as updating to the most recent edition of our math books have given us plenty to do as far as familiarizing ourselves with current best practices. Professional development will occur this year in the form of having a math consultant come into our building to help teachers understand the resources available with the math series. Time will also be spent looking at how the instructional delivery is taking place. The math consultant will also be talking about math intervention and the importance of building this into a daily schedule for all students at Lakeshore.

Our school improvement plan is a working document that always needs to be revised and revisited. We work hard to make sure that all staff are familiar with the school improvement plan and that they strive to meet the requirements and goals that are set in this document. Without knowing the school's current reality, it is difficult for staff to know where they need to go to improve. Knowing students data for State and Local assessments is a part of this process. Time is given often for teachers to review this data, so current realities can be known by all of the stake holders. Central office works with district wide principals to share the important work that is going on with professional development across all grade levels. It is important for the elementary, middle schools and high school to have an understanding as to what everyone's needs are with professional development. The school improvement plan helps to drive the needs of the professional development that will occur in the upcoming year. The professional development that is chosen needs to directly address the areas of the school improvement plan. The goals are there to help move the amount of proficiency at all subject areas higher year after year.

7. School Leadership

The principal and the school improvement chairs have daily communication either in person or via email. It is Lakeshore's philosophy to be transparent with these school improvement chairs, and to use their knowledge to help make building wide decisions. They, as teachers, are closest to the action in educating the children. Only the teachers can have a true insight as to what may be working well and what maybe is not working well. The school improvement chairs, then help to communicate back and forth with the rest of the school improvement team. This team then shares out information with the rest of the grade level teachers when appropriate. School-wide data is always looked at during these meetings, as student achievement is always the topic of conversation.

The school improvement team also works collaboratively with the school's Parent Teacher Organization to share information as needed and to work on school wide projects. This year, the PTO and the school improvement team have worked together to create fun and interactive math, reading and writing nights for all community members to attend. This collaborative effort has really worked well to bring the two groups together. As both groups have the same intent, it has been a joy to watch these events prosper. Our students are getting extra instruction, while having fun, and while getting our parents involved. The "tricycle" only runs smooth when the teachers, students and parents are all working together with the same common goal in mind. Lakeshore students strive to be college, career and life ready.

The building principal is always focused on the academic achievement and success of our students. Policies, programs and relationships help to funnel things in the right direction for student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Iris

Test: Meap

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	49	27	96	100	96
% Advanced	3	0	61	68	60
Number of students tested	69	54	62	47	67
Percent of total students tested	100	92	100	98	100
Number of students tested with alternative assessment	1	0	0	0	3
% of students tested with alternative assessment	1	0	0	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	13	50	100	0	88
% Advanced	0	0	41	0	33
Number of students tested	31	32	22	0	24
2. Students receiving Special Education					
% Proficient plus % Advanced	60	60	90	100	100
% Advanced	0	0	40	50	20
Number of students tested	5	5	10	4	5
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	100	100	82
% Advanced	0	0	40	50	9
Number of students tested	12	6	10	10	11
4. Hispanic or Latino Students					
% Proficient plus % Advanced	20	24	100	100	88
% Advanced	0	0	42	46	25
Number of students tested	20	17	19	13	16
5. African- American Students					
% Proficient plus % Advanced	0	33	100	100	67
% Advanced	0	0	0	100	33
Number of students tested	2	3	1	2	3
6. Asian Students					
% Proficient plus % Advanced	0	50	100	0	100
% Advanced	0	0	0	0	100
Number of students tested	1	2	1	0	2
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	65	62	95	100	98
% Advanced	4	0	75	72	64
Number of students tested	46	29	40	29	44
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	62	100	100	100
% Advanced	0	0	0	100	50
Number of students tested	0	3	1	3	2
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Iris

Test: Meap
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	49	27	94	98	95
% Advanced	3	0	73	67	66
Number of students tested	52	54	52	61	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	2
% of students tested with alternative assessment	1	0	0	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	67	43	92	0	83
% Advanced	12	10	58	0	48
Number of students tested	33	21	24	0	23
2. Students receiving Special Education					
% Proficient plus % Advanced	100	43	50	100	75
% Advanced	33	14	25	29	25
Number of students tested	3	7	4	7	8
3. English Language Learner Students					
% Proficient plus % Advanced	0	25	91	91	83
% Advanced	0	0	73	45	42
Number of students tested	6	8	11	11	12
4. Hispanic or Latino Students					
% Proficient plus % Advanced	53	44	88	92	87
% Advanced	6	0	59	38	47
Number of students tested	17	16	17	13	15
5. African- American Students					
% Proficient plus % Advanced	33	0	100	100	100
% Advanced	0	0	50	100	50
Number of students tested	3	0	2	2	2
6. Asian Students					
% Proficient plus % Advanced	100	0	0	100	100
% Advanced	0	0	0	100	50
Number of students tested	2	1	0	2	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	89	75	100	100	98
% Advanced	41	25	84	73	75
Number of students tested	27	40	31	41	51
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	0	50	100	67
% Advanced	33	0	50	67	33
Number of students tested	3	0	2	3	3
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: IRIS

Test: MEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	91	81	91	91	92
% Advanced	29	21	65	68	77
Number of students tested	55	47	62	74	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	2
% of students tested with alternative assessment	0	0	0	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	65	84	100	75
% Advanced	28	4	50	0	42
Number of students tested	18	23	32	1	12
2. Students receiving Special Education					
% Proficient plus % Advanced	40	33	67	56	57
% Advanced	0	0	17	33	29
Number of students tested	5	3	6	9	7
3. English Language Learner Students					
% Proficient plus % Advanced	100	60	70	81	57
% Advanced	0	0	40	44	0
Number of students tested	6	5	10	16	7
4. Hispanic or Latino Students					
% Proficient plus % Advanced	92	67	84	82	62
% Advanced	8	8	37	41	25
Number of students tested	13	12	19	17	8
5. African- American Students					
% Proficient plus % Advanced	0	100	0	50	0
% Advanced	0	0	0	50	0
Number of students tested	0	1	1	2	1
6. Asian Students					
% Proficient plus % Advanced	100	0	100	100	100
% Advanced	0	0	100	100	67
Number of students tested	1	1	1	2	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	90	88	95	98	98
% Advanced	38	25	78	81	89
Number of students tested	40	32	40	48	46
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	100	100	60	100
% Advanced	0	100	100	20	50
Number of students tested	0	1	1	5	2
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: IRIS

Test: MEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	81	67	82	89	85
% Advanced	21	17	47	54	43
Number of students tested	67	58	62	48	67
Percent of total students tested	97	98	100	100	100
Number of students tested with alternative assessment	1	0	0	0	4
% of students tested with alternative assessment	1	0	0	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	59	56	64	0	79
% Advanced	3	11	23	0	25
Number of students tested	29	36	22	0	24
2. Students receiving Special Education					
% Proficient plus % Advanced	80	80	50	50	60
% Advanced	20	40	30	50	20
Number of students tested	5	5	10	4	5
3. English Language Learner Students					
% Proficient plus % Advanced	50	33	80	73	73
% Advanced	0	0	20	45	9
Number of students tested	10	9	10	11	11
4. Hispanic or Latino Students					
% Proficient plus % Advanced	56	43	74	79	69
% Advanced	11	0	32	36	19
Number of students tested	18	21	19	14	16
5. African- American Students					
% Proficient plus % Advanced	0	67	0	100	67
% Advanced	0	0	0	50	33
Number of students tested	2	3	1	2	3
6. Asian Students					
% Proficient plus % Advanced	100	100	100	0	100
% Advanced	0	50	0	0	100
Number of students tested	1	2	1	0	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	93	79	90	93	91
% Advanced	26	28	57	59	50
Number of students tested	46	29	40	29	44
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	100	0	100	100
% Advanced	0	33	0	100	50
Number of students tested	0	3	1	3	2
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	89	79	93	92	87
% Advanced	16	23	53	48	45
Number of students tested	51	57	53	62	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	84	62	88	0	74
% Advanced	3	5	48	0	30
Number of students tested	32	21	25	0	23
2. Students receiving Special Education					
% Proficient plus % Advanced	100	57	50	100	62
% Advanced	0	14	25	29	12
Number of students tested	3	7	4	7	8
3. English Language Learner Students					
% Proficient plus % Advanced	20	50	92	58	83
% Advanced	0	0	58	33	17
Number of students tested	5	8	12	12	12
4. Hispanic or Latino Students					
% Proficient plus % Advanced	81	56	83	64	87
% Advanced	0	12	44	29	27
Number of students tested	16	16	18	14	15
5. African- American Students					
% Proficient plus % Advanced	33	0	100	100	50
% Advanced	0	0	50	50	50
Number of students tested	3	0	2	2	2
6. Asian Students					
% Proficient plus % Advanced	100	100	0	100	100
% Advanced	0	0	0	100	100
Number of students tested	2	1	0	2	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	96	88	100	100	92
% Advanced	26	28	58	51	55
Number of students tested	27	40	31	41	51
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	0	50	100	33
% Advanced	33	0	50	67	0
Number of students tested	3	0	2	3	3
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: iris

Test: reading Meap
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	86	85	90	94	93
% Advanced	29	22	56	58	68
Number of students tested	56	49	62	73	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	2
% of students tested with alternative assessment	0	0	0	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	68	80	84	100	75
% Advanced	11	16	38	0	33
Number of students tested	19	25	32	1	12
2. Students receiving Special Education					
% Proficient plus % Advanced	60	33	83	78	57
% Advanced	20	33	0	22	14
Number of students tested	5	3	6	9	7
3. English Language Learner Students					
% Proficient plus % Advanced	57	50	70	73	57
% Advanced	0	17	10	27	0
Number of students tested	7	6	10	15	7
4. Hispanic or Latino Students					
% Proficient plus % Advanced	64	71	74	75	62
% Advanced	14	21	32	38	25
Number of students tested	14	14	19	16	8
5. African- American Students					
% Proficient plus % Advanced	0	100	100	100	100
% Advanced	0	0	0	50	0
Number of students tested	0	1	1	2	1
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	0	100	50	67
Number of students tested	1	1	1	2	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	92	91	98	100	98
% Advanced	35	25	68	69	80
Number of students tested	40	32	40	48	46
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	100	100	80	100
% Advanced	0	0	100	20	0
Number of students tested	0	1	1	5	2
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: