

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Kristine Jernigan
(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 Avenue
(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

Telephone (616) 786-1400 Fax _____

Web site/URL
<https://www.westottawa.net/schools/lakeshore-elementary/> E-mail jernigank@westottawa.net

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* Mr. Timothy Bearden E-mail beardent@westottawa.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Ottawa Public Schools 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, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Kate McCoy
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the current school year (2020-2021) unless otherwise stated.

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. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	20	19	39
K	41	30	71
1	31	32	63
2	43	29	72
3	29	31	60
4	37	33	70
5	33	33	66
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
Total Students	234	207	441

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1.5 % Asian
 - 4 % Black or African American
 - 31.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 57 % White
 - 5 % 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 2019 - 2020 school year: 8%

If the mobility rate is above 15%, please explain:

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, 2019 until the end of the 2019-2020 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2019	441
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Bosnian, Laotian, Vietnamese, Korean, German, Chinese

English Language Learners (ELL) in the school: 15 %
67 Total number ELL

7. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 145

8. Students receiving special education services: 2 %

38 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>33</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 23:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	96%	96%	97%	97%
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 2020.

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

If yes, select the year in which your school received the award. 2014

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

The Lakeshore Mission is to create dynamic thinkers who leave us 'College, Career, and Life Ready'.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

All West Ottawa Public Schools (WOPS), including Lakeshore Elementary, have offered two learning options for the 2020-21 school year: Face-to-Face, and Virtual. Our Face-to-Face option has included the wearing of masks (at all times other than lunch and recess), Specials held in the general education classrooms, and other embedded scaffolds to create a safe space and learning environment. The WOPS Virtual option utilizes the Florida Virtual program and has a team of teachers devoted to helping facilitate online learners as they navigate the program.

Face-to-Face Instruction: At Lakeshore we have taken significant steps to keep our Face-to-Face learners safe. Our district created the “West Ottawa Safe Schools Handbook,” and Lakeshore Elementary has consistently followed it without exception. This 42 page document was developed in conjunction with the Ottawa County/Michigan Health Department in preparation for Face-to-Face Learning and took into account the ideas and feedback from local doctors and other local districts. Lakeshore created its own task force teams to determine how we might implement all initiatives in the Handbook, and created change to our daily routines, in order to keep our students safe. Some of those changes included changes to our master schedule, cohorting students within their classes, creating hallway traffic flow patterns, seating charts during lunch, and recess with specific grades in specific locations. Teachers sanitize learning stations after every activity, and students have their own supplies to limit the sharing of materials.

Though our initiatives have gone well, and Lakeshore has not seen the spread of COVID within our

walls, the West Ottawa Public School district made the choice move to remote learning after Thanksgiving of this year (Nov. 30-Dec. 8) due to the governor's decision to move high schools to remote learning for a short time. During that time, Lakeshore teachers delivered direct instruction to their entire class in the morning, through Google hangouts, and continued interventions and small group supports in the afternoon. Our itinerant staff, as well as our educational assistants, helped in this process and met with small groups of students to make sure they stayed on top of their work. During this remote time, we found that student attendance was our biggest challenge, so Lakeshore created a system for checking up on individual students and calling all families not 'logged-on' by 9:00 am. After the closure, the Lakeshore students and staff happily returned to face-to-face instruction and have not needed to go into a remote-only instruction model since.

Virtual Learning: At the beginning of the 2020-21 school year, all Lakeshore Elementary families were given the option to attend school through our Face-to-Face option or our virtual option. Those who chose the virtual option were provided Chromebook, and in some necessary cases, hot spots in order to be able to access the Florida Virtual platform. Our virtual teachers left their traditional classrooms to lead classes ranging from 30- 45 students depending on the grade level and student need. Each student receives one or two personal Google hangout session(s) with their teacher, and many also participate in whole-class instruction for our social emotional curriculum with their teachers. The Florida Virtual program tracks student progress so that each student can log their participation and teacher interactions to stop on top of work completion. Virtual parents are looped into conversations regularly, and any Lakeshore student receiving special services has continued to receive those services through remote check in with their particular itinerant staff. Our district, knowing that face-to-face learning is best for students, has offered six opportunities for families to switch their learning options and either return to in-person instruction, or move to virtual instruction. Lakeshore Elementary began the year with 82% of their students choosing in-person instruction, and we are happy to say that we now have 96% of our students transitioned back to in-person learning.

Lakeshore Elementary also houses the district's West Ottawa Wonders (WOW) Preschool program for three and four-year olds. The WOW Preschool chose to offer in-person instruction only in order to promote the social skills necessary for adequate preschool learning. In order to maximize student safety, we decreased enrollment numbers and utilized the same safe-guards in this program as those for grades K-5 Lakeshore students.

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

Lakeshore Elementary serves as a local neighborhood school as well as a magnet school within the West Ottawa Public School District as it houses the Spanish Immersion program. Students are selected for the program as they enter kindergarten through a lottery system, and we do honor enrollment of siblings into the program whenever possible. Interested families complete an online form which asks general questions regarding their interest in, and commitment to, the program through high school graduation. Once families fill out the online application, a random selection drawing is done to determine those who will be accepted into the program. Many of our school of choice students come to us from within the West Ottawa Public School district. Lakeshore has earned the reputation of being a very desirable building due to the climate and culture that has been developed by the high performing teaching staff, the success of the Spanish Immersion program, and our previously receiving a Blue Ribbon Award.

PART III - SUMMARY

Lakeshore Elementary School is unique, diverse, and a true cross-section of the community that we serve. In our district, Lakeshore Elementary is the elementary school that most closely matches the demographic composition of our high school and the surrounding community at large. Throughout our history, the ethnic and socioeconomic diversity of Lakeshore, as well as the programming we offer and families we serve, has helped to create the rich traditions we now enjoy. Lakeshore has earned the reputation of being a “special place” with a safe culture that has developed over time. People, young and old, feel calm here, and it shows in student behaviors. It is hard to express, but Lakeshore has a unique feel within its hallways, and our students, parents, teachers, support staff, families, and volunteers are the reason.

Lakeshore Elementary houses both our district’s Spanish Immersion and Migrant Programs (many of whom speak Spanish). The Spanish language can be heard throughout our hallways, both from native Spanish speakers and from Spanish-learners alike. It is truly beautiful when the two groups of students and staff interact and learn from one another; one group wanting to learn Spanish and the other striving to improve their English. Several of our staff members are native speakers themselves; and, we feel incredibly lucky to provide examples of adult figures who both look like our students and have been through similar life experiences. The diversity of our staff is one of our strengths and something that makes us quite unique within our area.

Not only is our staff diverse, but they are also incredibly dedicated to their craft. Our team of teachers sets our school apart as many of our teachers are veterans who are compassionate and caring, but also data-driven and focused. This staff has participated in intentional professional development for years. New teachers are accepted with open arms and are provided mentors who act as much more than just fellow colleagues, but true teammates. Teams work together to make sure everyone is well-versed in best practice techniques in reading and writing, reading interventions, math strategies, math manipulatives, and more. The teachers support one another with students and often discuss strategies to try, and even offer to help one another in action. All things (students, curriculum, lesson planning) have a true feeling of ‘ours’ not ‘yours.’

The dedication of our teachers has been contagious, and parents and families are just as committed. Under normal circumstances, our team of volunteers is in the school daily reading with, supporting, and mentoring all the Lakeshore children. This incredible level of support became part of our culture when the building first opened in 1993 and has been an essential part of our operation ever since. Parents are welcomed at Lakeshore and they have always served as integral contributors to the school’s success. This year, although our parent and family volunteers are not able to physically help in the school, they have still made supporting our students a priority. Families have generously provided our students with the supplies and academic supports they need to be successful, such as extra art supplies, books, and remote mentoring. Though they cannot physically be in our building, our parent and volunteer support can still certainly be felt.

Throughout the pandemic, every school has had to make great concessions and changes in order to safely serve their students, and our school is no different. Lakeshore has had to drastically adjust our academic, lunch, and recess schedules, as well as our regular classroom routines. Lakeshore teachers have meticulously planned their classroom spaces, remained dedicated to making their students’ experiences positive, and have never flinched no matter what impossible task has been thrown their way. Our teachers and staff have been asked to be nurses, custodians, and experts in technology. They have hand-delivered learning devices to homes, personally distributed food and supplies, and put their own fears and worries aside. Our teachers have dealt with extended absences in stride by continuing to serve their students through creativity. They regularly have students ‘remote-in’ to lessons during quarantine so that students can receive direct instruction and continue to participate in their classroom activities while away.

The Lakeshore teachers did, and continue to do, all of this selflessly. And though it feels as though nothing has gone ‘untouched’ by COVID, at Lakeshore, the treatment of our students has never wavered. The Lakeshore teachers pride themselves on the way they treat students and how each is given special time and attention to reach their goals. Teachers push their students hard to succeed academically and push them even harder to succeed personally. Our students grow and thrive because of the love and dedication our

teachers pour into them and their instruction. Each classroom is a lively, nurturing environment of love, care, high expectations, and even higher support. As a former recipient of the Blue Ribbon Award (2014), Lakeshore Elementary is extremely proud to be considered for this honor again. The accolades of the previous award have increased our enrollment, motivated our teachers, and given our students a great sense of accomplishment. To be considered a second time is an extreme point of pride for our school and serves as a testament to how hard we have worked together, through teamwork and compassion, to overcome the adversity of this pandemic for our kids.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

English Language Arts (ELA): Lakeshore Elementary and all West Ottawa elementary schools use Reading Street for our English Language Arts curriculum. In the 2016-2017 school year, Reading Street was fully implemented after piloting the program in several buildings and grade levels across the district. This curriculum ties to the Common Core State Standards that we are required to teach. Reading Street focuses on the critical aspects of reading: phonemic awareness, phonics, comprehension skills and strategies, word analysis and vocabulary skills, and reading fluency. There are six units in Reading Street that have an overarching unit question that guides instruction. Within each unit, there are five different weeks of content and skills that are taught. Each week is guided by a question of the week, followed by discussion related to the question of the week, and the creation of a concept map to show learning. There is a main selection story for each week that includes in-depth comprehension questions, opportunities for students to practice their reading fluency, accuracy, and expression, and the lessons target specific comprehension skills and strategies. In addition, there are writing lessons embedded in the Reading Street curriculum. Students are able to write a variety of different writing responses throughout the curriculum. In addition to whole group instruction, Reading Street also provides the resources and materials needed to differentiate instruction through small group instruction. There are books leveled for advanced readers, on-level readers, below level readers, and English Learners (EL) supports. Teachers administer weekly tests as well as unit tests through Reading Street. The data gathered from these assessments are utilized to improve instruction, fill academic gaps, and meet the needs of all of our learners at Lakeshore.

Lakeshore Elementary utilizes regular benchmark and progress monitor meetings to implement, monitor, and oversee reading interventions for our students in grades Kindergarten through fifth. These Multi-Tiered Systems of Support (MTSS), or MTSS meetings include several participants, such as the Lakeshore principal, school psychologist, special education teacher, the EL teacher, and grade level teachers. Data is gathered through the use of the Dynamic Indicators of Basic Early Literacy Skills, or DIBELS. The team of teachers and staff members work together to analyze data and make decisions or recommendations to meet the needs of all readers, whether students need intervention to help fill foundational reading gaps, improve reading growth, or challenge students academically. For students needing reading interventions, we dive further into the data to see what big areas of reading students need additional support and instruction with. These meetings are held every six weeks, and this is where decisions are made on what programming and interventions are best for students. There is uninterrupted Response to Intervention time (RTI) each day for every grade level. Students needing intensive intervention are given an additional 40 minutes of reading intervention and students needing strategic reading interventions are given an additional 20 minutes of reading intervention. Another data component that configures into our MTSS meetings when discussing reading interventions for students is Fountas and Pinnell Reading Records. Any students who are in grades K-3 who are receiving an intervention also have a Read-at-Home plan. These are sent home after each benchmark meeting to families to encourage and build a cooperative partnership with parents and guardians. These Read-at-Home plans give suggested activities and strategies for families to do to target areas of reading that have been identified for that specific student and help parents know how to support their child's reading progress at home.

Math: Lakeshore teachers use and have been trained in the Houghton Mifflin Math Expressions program. This program is used with fidelity to ensure that students are mastering the grade level concepts. Grade level teams use pacing guides for each unit to ensure that all essential big ideas are taught. All students are formally and informally assessed throughout the units to ensure that students are on the right track to master the concepts. We use quick quizzes to formally assess students mid unit. Commonly missed items are retaught to the whole class while small group instruction is used for students in need of more individualized support. When we moved to virtual learning in the spring of 2020, it was difficult to continue to administer the assessments that we had previously used. Many teachers changed to a Google form layout in order to check in with students and see if students were understanding concepts that were being taught. Although this format was different and more condensed, we were still able to assess student learning and know when we needed to help individual students with particular concepts. Since we have been in-person this year, we have been able to continue with our traditional format of assessments. Students that have mastered the unit

concepts are given challenge activities from the curriculum or they are able to use IXL to explore more rigorous concepts.

During math intervention time, students who need more practice on skills meet with teachers in small groups. The teacher works with these students on understanding core concepts while other students work to deepen their understanding of concepts. Activities include IXL (an online learning platform), skill building games, and teacher-created materials as well as differentiated instruction cards.

Teachers meet in Professional Learning Communities (PLC's) between units in order to analyze the test results as well as to prepare for the next unit. Teachers look at the next unit to see what concepts might be difficult for students to grasp, and then discuss how to teach those concepts to minimize misconceptions. As a grade level team, we talk about best practices and how we can assist students in mastering the concepts. We also talk informally after quizzes and after difficult lessons about how we can help students. We are constantly trying to work on how we can help students better learn the concepts.

Science: Battle Creek Math and Science kits are provided for all teachers to use for hands-on science lessons. Students are set up to use an inquiry approach to learning. Students ask questions, make observations, do research, and test hypotheses. Science concepts are also embedded in some of our Reading Street curriculum. During the shutdown in the Spring of 2020, we were able to keep students engaged in science by reading about it as well as having them do experiments and exploration on their own at home. We are excited to be piloting a new curriculum called Amplify. This new curriculum will work on the Next Generation science standards. Next year our fourth and fifth grade students will be using this curriculum. This will allow our students to continue to be pushed towards being college, career, and life ready.

Social Studies: Social Studies is taught to all grades K-5 students at Lakeshore. Students begin by learning about their classrooms, their neighborhoods, their school, and their community. These concepts continue to build on one another. By the time that students are in upper elementary grades, they are learning how these concepts and ideas apply to not just their local community, but also to their city, state, and country. Lakeshore teachers currently teach the Social Studies Alive curriculum. There are textbooks, guided lessons, and student activities that Social Studies Alive provides to help teach the foundations of civics, government, economics, history, and geography. In addition, there is social studies content directly in our Reading Street curriculum. This content is integrated right into the reading and writing curriculum areas and helps make learning interdisciplinary. There are social studies assessments from Social Studies Alive that teachers utilize to gather data and assess if students have mastered the social studies concepts taught.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

West Ottawa Wonders (WOW) Preschool offers half-day sessions to three and four year old children two to three times per week during the school calendar year. We offer a hands-on program focusing on building skills in three main areas: Social and Emotional Development, Gross and Fine Motor Skills, and Cognitive Awareness.

COVID stretched the staff and students in ways beyond our imagination. As teachers, we continually seek knowledge, and therefore, we sought the changes COVID brought as learning opportunities. Our highest priority before and during COVID is meeting the needs of our students wherever they are developmentally in a safe and stimulating environment. Our adaptability and creativity guide us through this endeavor as we offer support to our students and their families through online communication and in-person learning experiences.

The educational foundation begins with parents. Preschool staff join the parents and together we continue nurturing and expanding upward. Over the course of the school year, we consistently monitor and track the progress of each student. Anecdotal notes, observations, and work samples assist us in assessing students

and help us plan for each student's placement for the following year. For our older students, West Ottawa Public Schools offer Young Kinders and Kindergarten programs; and, we make suggestions based on each child's developmental milestones. We always strive to suggest what is in the best interest of our students.

We believe that early childhood programs are essential in laying the first steps on the path to life-long learning and success in the school setting. Children who attend preschool tend to be better able to handle social situations, like managing conflict, and are more confident and independent in primary grades. Research shows children who attend preschool are more likely to attend school and graduate from high school, more likely to make positive life choices, and have higher paying jobs.

Despite the challenges of COVID, our program continues to maintain a high quality preschool setting and learning environment. We have used this unprecedented time as an opportunity to enrich our program and persevere to reach our goals of school readiness and future success for all our students.

2. Other Curriculum Areas:

All Lakeshore students participate in one specials class, including: Art, Physical Wellness, Spanish, Technology, and Music, for 48 minutes a day, rotating throughout their week. We are extremely proud to be able to offer five robust courses for our students to experience and enjoy weekly. We are also proud that Lakeshore specialists have committed themselves to providing curriculum and instruction that supports the reading and writing strategies students are already using within the general education classrooms. Each specialist teacher is a member of a larger district-wide professional learning community that meets regularly to plan, discuss, and collaborate on district literacy and math goals. This year, due to COVID restrictions, all specials are being taught inside the general education classroom, unless they can be performed outside, and materials are not shared amongst different students. All students have been provided their own art, music, and technology supplies.

Art: Lakeshore students are exposed to drawing, painting, digital design, and ceramics. Students work to develop artist skills, an understanding of art history, and have the opportunity to use their own artistic expression. Our art program is intentionally taught to make cross-curricular connections in each grade level to include literacy connections through authors and illustrators, such as Eric Carle or Maurice Sendak. Students make connections to math through patterns, lines, and shapes. Many grade levels make history connections through artist studies such as Pablo Picasso, Vincent van Gogh, or Romare Bearden. Each grade level makes cultural connections in order to be more mindful of the world we live in by respecting how each culture is unique in its own way.

Music: Students work to become musically literate as they gain an understanding of rhythms, dynamics, tempo, time signatures, and notes on the musical staff. Students engage in creating music through singing, movement, and playing a variety of instruments. Multicultural and cross-curricular connections are made in a variety of ways including: Folk Dance, Music History, Instrument Usage, and lessons in sound production. Use of shared items, such as instruments, has been limited this year; however, students have utilized many "virtual" instruments and created percussive sounds through use of their own personal items, materials, and bodies (stomping, patting, clapping, and snapping).

Physical Wellness: Lakeshore Physical Wellness engages all learners in the important lessons of creating healthy habits that can last their entire life. Students work to develop large and small motor skills through gameplay, individual activity, collaborative team sports, and personal goal setting. Lessons are set to develop movement skills that are both age-appropriate and challenging to young bodies in order to help our students grow and maintain healthy lifestyles.

Spanish: Spanish Instruction focuses on vocabulary and learning is scaffolded to allow students to build upon their knowledge from year to year. Throughout their elementary career, students increase their understanding of vocabulary and grammar, making cross-curricular connections through discussion of sentence structures, and reading comprehension skills and strategies. Students learn to interpret what they read and hear in Spanish as well as learn to exchange and present information. All elementary classes incorporate music, movement, and videos to help aid student comprehension. All students also make

multicultural connections and explore and appreciate diversity as they learn about a different Spanish-speaking country at each grade level. They experience a cultural introduction to customs, celebrations, and holidays.

Technology: Technology instruction at Lakeshore Elementary includes teaching students about a variety of aspects of technology. Students learn about cyber safety and digital citizenship. They learn about basic technology skills, such as keyboarding and using a variety of digital tools to communicate ideas. They also learn about using technology to express creativity and solve problems. Students are exposed to five standard sub-categories: Computing Systems, Networks and the Internet, Data and Analysis, Impacts of Computing, and Algorithms and Programming. Each standard is addressed within the technology classroom, as well as in the general education classroom in order to help move our students to thinking about technology as a tool to improve their regular way of life and thinking. Students use collaboration, communication, creativity, and critical thinking, as well as fun tools like Ozobots, Sphero Bolts, Micro:bits, and Samsung tablets, to engage in a variety of programming activities.

Social Emotional Learning (SEL): This year, Lakeshore has implemented a school wide social-emotional curriculum, “Positive Action” to support the emotional needs of our students. This curriculum narrows in on the specific needs of elementary students and has been successful in helping our students navigate their feelings throughout the COVID-19 pandemic. Both classroom teachers and specialist teachers use common language when discussing this curriculum, and we find the benefits work both ways.

3. Academic Supports:

Lakeshore has a very diverse population. This school houses the Migrant and English Language Learners program, Spanish Immersion programs, and a Resource program. We have a large range of academic abilities as a result. Lakeshore has many different approaches to increase student achievement and close the achievement gap.

For those students who are performing above grade level, teachers provide extension activities to enhance their learning. For example, students in the 2nd grade Spanish Immersion class are using Google Classroom to extend the daily English Language Arts lessons. They are listening to stories related to the lesson, using news articles to learn more, and integrating technology into their learning. Fourth grade students, who are working above grade level, participate in reading literature books at their reading level and do a book talk. They also do literature circles in the above grade level intervention groups.

For those students who are performing below grade level, Lakeshore uses the Response to Intervention model (RtI). This model is one way that helps us to close the achievement gap. DIBELS, Next is the assessment used to identify students who are at-risk in reading, along with reading records, teacher observations, and informal assessments. Based on this data, students are grouped according to their scores, being placed in either a strategic group or an intensive group. Students with intensive needs are paired with the special education teacher or the classroom teacher to address their specific needs in reading. Programs are matched to those needs and students are monitored closely for academic gains. Students with strategic needs are placed in groups led by our educational assistants and/or teachers that also use specific programs tailored to the needs of those students. All students are progress monitored every two weeks and benchmark testing is done three times a year to assess for growth. The MTSS (Tiered Intervention) team (comprised of grade level teachers, school psychologist, special education teacher, English Language Learner teacher, and the school administrator) meets every six week to evaluate groups, as well as programs, and make adjustments as needed. The MTSS team follows the strict guidelines they have set up for monitoring growth throughout the year. This includes monitoring group sizes, adjusting or changing programs, and graphing progress. Students who are placed in an intervention group also have a Read-At-Home plan. This plan alerts parents to reading difficulties and provides

them with strategies and resources to help work with their student at home. It is because of this RtI process that Lakeshore is consistently in the top two for reading scores in the district.

Another way Lakeshore closes the achievement gap is through programs such as the English Language Learners program and the Resource program for students with disabilities. Students who have a language other than English spoken in their home are placed in the English Language Learners program. This program serves to help students acquire skills in English through their development of the English language. These students use the ELL curriculum that closely aligns with the district's reading curriculum, Reading Street. Through this program, ELL students work to close their achievement gaps. Migrant students at Lakeshore participate in a six-week summer school every summer. The ELL teacher builds great relationships with her migrant families and acts as the liaison between the families and school. This teacher also hosts Migrant nights throughout the year that focus on various topics relevant to these families and their students' performance in school. Students with disabilities receive individualized support from the resource teacher. This is done within the RtI groupings as well as pushing into the classroom for academic support.

Lakeshore does have a small population of homeless students. These students are provided with several different opportunities to help them be successful here at school. WinWo (When In Need West Ottawa) is a program that offers homeless students, as well as any student, in need of food, personal items, or clothing. They may get these items with no questions asked. Homeless students are also given free tutoring and transportation to and from school if needed.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Lakeshore Elementary, we believe that it is critical to engage and motivate students so that they can get the most out of their education. We use a Positive Behavior Interventions and Supports System (PBIS) to help improve our school climate and support positive behaviors in the classroom. One component of our PBIS system includes the use of green tickets. Students are awarded green tickets for showing respect, responsibility, or a readiness to learn. Teachers and other Lakeshore staff members give students green tickets to use in exchange for small prizes that they can purchase once a month at the school's Green Ticket Store. Due to COVID this school year, we have had to modify our Green Ticket Store slightly. We now operate the store as a moving cart. Teachers draw one or two students each week to win a prize and our PBIS Coordinator comes to each classroom and the winners are able to select a prize.

During the time that we shut down in the spring and were teaching remotely, we continued to work to support our students and provide a positive environment and maintain student engagement. Our principal created different STEM (Science, Technology, Engineering, Mathematics) challenges for students to encourage creativity, cooperation, and innovation. Students were able to submit their work; and winners were awarded prizes, like virtual lunch with the principal. Teachers submitted names of students who were attending Google Meets regularly, submitting assignments that were posted in Google Classroom, or putting forth great effort during the challenging times we were shut down. These students were given a special shoutout in recognition of their hard work.

Another way in which we provide students with a positive environment that supports their academic, social, and emotional growth is through our new social and emotional learning curriculum, Positive Action. Positive Action helps students build a positive self-concept, use positive actions for their body and mind, manage themselves responsibly, treat others how we like to be treated, self-honesty, and self-improvement. Each grade level features the same units and big ideas, but the philosophy and concepts vary depending on the age of the students. Another aspect of Positive Action is the thoughts-actions-feelings cycle. Lakeshore staff works with students to emphasize positive actions and promote a healthy life for all students. This curriculum was officially implemented in the fall of 2020. Teachers teach Positive Action lessons each day and have made it a routine part of the school day. During the time that we went to remote learning in the fall of 2020 (after Thanksgiving for seven days), teachers continued to teach Positive Action lessons via Google Meet. This helped give students a safe place to share their feelings, interact with their peers and teachers, and provide consistency in teaching students how to care for themselves socially and emotionally.

2. Engaging Families and Community:

At Lakeshore we are fortunate to have a very supportive community. We have a Parent Teacher Organization (PTO) that has done a tremendous job of supporting us financially as well as with encouragement. They have continued to purchase materials for our classrooms and offer us monetary support for materials. They have bought books for students who are in need and are very willing to offer any support they can give us to help our students learn. This year with COVID changes, our PTO has had to modify some of the activities that we would normally have. Typically, our PTO organizes family nights at Lakeshore. There are usually games, prizes, and activities for students to do with their families. This year, in place of a family night, the PTO created Family Game Night bags. Each family was given a bag with dice, popcorn, cards, treats, and other small games. Virtual families were also included and were able to pick up a Family Game Night bag in the office. Our PTO continues to meet once a month virtually and supports Lakeshore students and teachers even through COVID.

Mosaic counseling is here once a week to support individual students with counseling to address various needs. We are able to offer this service through a grant. This is an amazing opportunity for us to offer much needed counseling services to students that might not otherwise receive the services because of lack of resources and support at home.

We use several methods to communicate with parents including email, phone calls, virtual meetings, ClassDojo, as well as outside “in person” conversations. Our supportive community passed a bond so that we have 1-1 devices for our students. When we went virtual last year, we were able to have devices in the hands of students who did not have a device at home. We have been able to continue with that one-on-one technology this year. When we did have to go virtual for a short period of time in the fall of 2020, we were able to have students all take home devices. This gave parents the opportunity to engage in their child’s education.

Another community support that we have is Kids Hope. This is an outreach program from Harderwyk church. This program picks up students at school on Wednesday’s and they take them to the church. There, they are able to support them with homework as well as be a mentor to them and support not just them but their whole family. In the past, they have been able to come into the schools and work one-on-one with students one time a week for an hour. This was a great opportunity to connect students to mentors in the community.

Last spring we had several families donate food and snacks to be taken home with students over spring break. When the shutdown came, we were able to pack backpacks of food for students in need. This was very helpful for families that did not have the means to feed their families until the district was able to get food delivery going. We also are starting a relationship with a local church to support our students with Hand2Hand ministry. This relationship will support our students each Friday with food that they are able to take home to help them be nourished on the weekend.

3. Creating Professional Culture:

West Ottawa, and specifically Lakeshore Elementary, has done a great job of providing professional development that meets the needs of the teachers. Two times per year we do a WO academy professional development where we have a variety of opportunities to receive professional development in areas that we feel would best suit our needs. This is all done virtually because of COVID. A benefit of this is that sessions are able to be recorded, and teachers and staff can watch sessions that they were not able to attend. We also use PLCs as a resource for teachers to gather and talk about best practices and how we can help and support each other.

Our principal as well as other district leaders do a great job of helping us remember our value and worth as teachers. We get notes, little surprises, and positive words of affirmation to help us keep a positive culture. Our staff is also great about encouraging each other. We have a “sunshine committee” that we use to show we care to staff members that are going through difficult times. We really have a school family approach.

During the Spring of 2020 when we were shut down, we were able to quickly pull together a team of teachers to work together to create academic content for students. There was a team for each grade level and within that team there were groups for each subject. Teachers that volunteered for this were able to work together and create content for students district-wide. These teachers were supported by the district curriculum director as well as a principal that was on the team. Teachers on the team felt supported and valued for the work that they were doing. They were given a stipend in appreciation for their efforts.

Our district technology team was also available for all staff if they needed help with technology during the virtual learning in the spring. When we went virtual for a short time in the Fall of 2020, each teacher was responsible to teach their own students instead of a district-wide approach. During the time leading up to this, we spent time as a Lakeshore staff to help make sure we were all ready for the transition to virtual learning should that happen. We also have had several staff members stream their classroom live in order for quarantined or sick students to still be able to “attend” school. All staff members have a school issued Chromebook as well as a camera to put on their desktop computer so that all teachers can easily access virtual meetings.

4. School Leadership:

Lakeshore Elementary's principal and School Improvement Team (SIT) believe that the school improvement process should be one of collaboration, using a team approach to all decision making. We also believe that leadership can come from anywhere in the school, the principal, the teachers, the students, etc.

Our SIT team is headed by the principal and consists of a representative from each grade level, a representative from our specialists, and when needed, our PTO President. The principal and the school improvement chairs communicate daily through in person conversation, as well as email discussion. Monthly SIT meetings are held to discuss upcoming school initiatives, as well as any changes (small or large) we could make to improve student learning, school efficiencies, and/or school systems. Our teachers have a vested interest in every building-wide decision, and we find having a clearly defined representative from each grade level and curricular group gives our SIT team a well-rounded view of what is going on within our walls.

The Lakeshore SIT team, as well as the entire staff, has dedicated itself to "making every decision in the best interest of students", and we find that keeping that view at the forefront of our discussions helps answer most of our questions. As a team, when we hit a stalemate, going back to this grounding principle allows us to move forward easily, as we have become steadfast and dedicated to serving our students before ourselves.

This summer our SIT team began meeting early to discuss how we would be able to implement safe change for our in-person instruction option based on the district initiatives and standards for safely opening our schools during COVID. Our group broke into subgroups: cleaning and safety, instruction, movement within the classroom (spacing, desk arrangements, classroom set ups, etc.), and movement outside the classroom (hallways, library, cafeteria, etc.). Each group met separately to plan safe school systems and would regularly report out finding and ideas. As a group we were able to plan and reshape many of our school systems to keep our students safe.

Throughout our school's SIT process, it has been important for the Lakeshore principal to foster an environment in which the orphan voice is welcomed, and members feel free to voice concern in a safe space. Open dialog and joint investment from all means better outcomes for students.

5. Culturally Responsive Teaching and Learning:

Lakeshore values the diverse backgrounds of our students, families, and staff. This school year we implemented a new Diversity Committee. The members of the Diversity Committee work to improve school culture, increase awareness, and create an inclusive environment where everyone feels valued and welcomed. The committee also created a list of books and resources for Lakeshore teachers to use in their classrooms. The books were divided into different categories such as diversity of race, diversity of language, diversity of ability, and diversity of opportunities.

Staff members have highlighted different heroes from various backgrounds and cultures during Hispanic Heritage Month, Black History Month, and Women's History Month. Many classrooms spend time learning about famous men and women in history, create posters and projects to demonstrate their understanding and share it with the rest of the school by putting it in the hallways. Several teachers also did mural projects with their students to showcase different diverse men and women. These beautiful murals are now on display throughout the Lakeshore hallways.

In addition, the Diversity Committee created bulletin boards throughout Lakeshore that showcase acceptance, loving one another through our differences, and inclusion. For March is Reading Month, we showcased an abundance of multicultural books highlighting authors from different backgrounds, religions, cultures, and countries. Teachers could read these stories or play the video showing the read aloud to their classes each day. Furthermore, there were also suggested activities for students to do at home each day with their families. For instance, students could

have a discussion with their families about what rights are worth marching for, or researching a country found in Asia. These extensions gave students, families, and staff members the opportunity to show cultural awareness, respect, and also gives us a way to address current events and social movements.

Our EL teacher also works to provide support to our students and families. She communicates with families and staff members regularly to ensure they have the assistance and aid they need. Our Special Education teacher also works to provide support to many of our students and families. During the time of remote instruction, these two teachers worked diligently to ensure that students had Wi-Fi access, a Chromebook for remote learning and helped translate information for families when needed. In addition, Lakeshore staff members know that if there are students who are in need of backpacks, supplies, clothing, or other necessities, there are district funds available through WinWO (When in Need West Ottawa), which is an internal resource that was designed to help students in our district who are in need.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The year 2020 will go down in history. It was a year of new roads traveled for educators and students. Lakeshore Elementary chartered a new “normal” for educating its students when the pandemic hit and shut the world down. Lakeshore staff quickly dove in and helped create the plan for continuing education virtually. Within this plan, math and reading played a big role, but more importantly social-emotional learning was the foundation. Check-ins and restorative circles were an integral part of virtual learning in order to keep students socially and emotionally healthy in a time of so many unknowns. Each week started, and ended, with a restorative connection-circle, and teachers used regular check-ins to connect with students who appeared to need more support. Teachers continued to cultivate the relationships they had built with their students by creating office hours, available in each classroom daily. As our teachers encouraged students to use these times, and as students began to get more comfortable with them, office hours became times to get academic help or simply chat with their teacher and other classmates. As professionals, we focused so much on remote curriculum, but what our students really needed was a feeling of normal, they wanted to feel like a part of their regular classroom community, and teachers were more than willing to give them that feeling.

As Lakeshore transitioned into the Fall of 2020, it was clear that we needed to continue to make the social and emotional health of our students a priority. Just because we were now meeting in person did not mean our students were not anxious about school and Covid 19. Many were more concerned. The Lakeshore teachers, staff, and administrators made Lakeshore a safe place, as well as a comfortable place, at the top of our list. Each day was again started with a restorative connection circle to check in with students and take the emotional pulse of the classroom. This practice was instrumental in keeping our students emotionally ready to participate in learning each day.

Lakeshore has also begun using the Positive Action curriculum for social-emotional learning and health. This curriculum was adopted by the district after running a pilot program, which our second grade classrooms helped pilot. Positive Action is a curriculum that is based on the philosophy that when we feel good about ourselves, we do and make ‘positive actions. Students learn about positive self-concept, positive action for body and mind, managing self responsibly, treating others the way you want to be treated, telling yourself the truth, and strategies for continually improving yourself. Through Positive Action, teachers are continually building the relationships between themselves and students and students are also improving their relationships with others. When students may need a more in-depth lesson, our Positive Behavior Intervention Specialist will use her Positive Action curriculum to further student growth in these areas. This PBIS Specialist is also an integral part of helping students learn and grow social-emotional skills each month in the classroom as well as on an individual basis.

Lakeshore Elementary is deeply committed to helping support our students both academically and emotionally through the importance of relationships and making positive actions. And though we see significant academic growth in our students yearly, we are most proud of their personal growth.