



Great Lakes Elementary: An IB World School

Preparing students to be College, Career and Life Ready!

August 16, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Great Lakes Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Principal David Stefanich for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.westottawa.net/annual-reports/> or you may review a copy from the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our School, Great Lakes Elementary has not been given one of those labels.

Key challenges we face are a high poverty rate and approximately 36% of our students are English Language Learners. Key initiatives in place to close the gaps are targeted Tier 1, Tier 2 and Tier 3 interventions in reading, writing, and math for students not at grade level. We will also work to improving learning for all through the use of SIOP instructional strategies. Finally, an academic coach and Professional Learning Communities are in place to keep the focus on student learning. We are committed to providing the best individualized instruction for all students.

State law requires that we also report additional information about our school. The following will provide you with additional information about our school and our achievements:

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Process for Assigning Students

Great Lakes Elementary has been a neighborhood elementary school since 1999. Students are assigned to Great Lakes based upon geographical location determined by boundaries for each of the nine elementary schools in the district.

School Improvement Plan

Our School Improvement Team developed goals for the content areas of reading, writing and math. Please visit the school website at www.westottawa.net/schools/ under the Parent Resources and Information section for more detailed information about the Great Lakes School Improvement Plan.

By June 2022, 85% of all students will demonstrate a proficiency in all reading standards in English Language Arts as measured by state level assessments.

Strategies that we will use to improve our reading scores include a focus on comprehension and using collaborative grade level and school teams to consistently analyze demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in K-5.

By June 2022, 85% of all students will demonstrate a proficiency in all writing standards in English Language Arts as measured by state level assessments.

Strategies that we will use to continue our improvement in writing include using collaborative grade level and school teams to consistently analyze writing data to inform instructional decisions, a focus on writing strategies in all core content areas, and consistently use SIOP instructional strategies to meet individual student needs.

By June 2022, 85% of all students will demonstrate a proficiency in all standards in mathematics as measured by state level assessments.

Strategies that we will use to address the areas of need in math include working in collaborative teams to analyze math data, continuing implementation of CCSS and the 8 Math Practices, curriculum alignment, and a focus on targeted interventions.

School Description

Great Lakes Elementary is an elementary school that services around 540 general education and special education students in grades Kindergarten through fifth grade students and special education students through inclusion and resource. Great Lakes is also an International Baccalaureate World School that teaches through the lens of inquiry based, transdisciplinary instruction.

Our Core Curriculum

The core curriculum based on the Common Core State Standards (CCSS) provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary to become college, career, and life ready. Our curriculum provides extended opportunities designed to meet individual needs. Course offerings exceed core

curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities. A copy of the core curriculum is available on the district website at www.westottawa.net by selecting Curriculum within the Academic drop down menu. Core curriculum documents can also be located at [Michigan Department of Education](http://www.michigan.gov/education). At the present time, ELA and Mathematics have implemented the new Common Core standards and are no longer using the Grade Level Content Expectations. Common Core curriculum standards for ELA and Math can be located at <http://www.corestandards.org/>. Core curriculum is implemented daily through the use of research based instructional materials and strategies.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- Clubs
- Community partnerships
- Partnerships with local business
- Field trips, assemblies, and special activities/events
- Integration of technology into instruction and assessment
- Library-media resources
- Project CHARLIE
- Special education
- Technology tools/resources

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on college preparation skills. This program is supported by strong educational components that provide real-world vocational/technical training choices for students.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population. Copies of core curriculum are available for review through the Office of Teaching and Learning and on the website at www.westottawa.net by selecting curriculum within the academic dropdown menu.

Aggregate Student Achievement Results on Local Assessments

DIBELS Next Composite Scores (End of Year)

Benchmark Goal 80%

Strategic Goal 15%

Intensive Goal 5%

	GR 2012	GR 2013
K:	79%	93%
1 st :	64%	71%
2 nd :	68%	69%
3 rd :	70%	67%
4 th :	79%	69%
5 th :	62%	76%

	GR 2012	GR 2013
K	17%	5%
1st	18%	16%
2nd	14%	15%
3rd	12%	17%
4th	12%	20%
5th	19%	19%

	GR 2012	GR 2013
K	4%	2%
1st	18%	13%
2nd	18%	16%
3rd	18%	15%
4th	9%	8%
5th	19%	5%

District Interim Assessments

Due to major changes in district assessments during 2011-2012, large discrepancies from year to year may appear at this time.

	Reading: % of students Passing		
Grade	Spring 2011	Spring 2012	Spring 2013
2 nd	72%	63%	62%
3 rd	68%	70%	67%
4 th	66%	67%	65%
5 th	75%	65%	65%

	Writing: % of students Passing		
Grade	Spring 2011	Spring 2012	Spring 2013
2 nd	59%	62%	56%
3 rd	62%	63%	70%
4 th	72%	74%	77%

5 th	74%	60%	61%
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	Math: % of students Passing		
Grade	Spring 2011	Spring 2012	Spring 2013
2 nd	54%	75%	85%
3 rd	63%	76%	76%
4 th	46%	78%	78%
5 th	34%	77%	77%

Parent and Community Involvement

Parent and community involvement in the education of children and participation in the life of a school are reflected in many ways. One avenue is attendance at parent-teacher conferences.

- 93% of our parents/guardians attended fall conferences in 2011-12
- 96% of our parents/guardians attended fall conferences in 2012-13

Additionally, parents are actively involved in school activities through volunteering with our PTO. The PTO is an important part of the school community which supports and enhances the instructional programs and activities at Great Lakes. Parents are encouraged to attend monthly meetings. Annual PTO fundraisers produce the means by which the PTO operates, providing activities, technology, academic support, and field trips.

We will continue to work together as a school staff to provide the excellent education the community has come to expect.

Sincerely,

David Stefanich, Principal and PYP Coordinator
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