



2021-22 District Annual Report

Lakeville Elementary School

1400 Lakeville Rd, Oxford, MI 48371 • 248-969-1850 • Fax 248-969-1855

www.oxfordschools.org

Mission

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

Vision

To create a world-class education today to shape tomorrow's leaders

Administration

Dr. Vickie Markavitch,
Interim Superintendent

Sam Barna, Assistant Superintendent
of Business & Maintenance

Anita Qonja-Collins, Assistant
Superintendent of Elementary
Instruction

Ryan Reid, Assistant Superintendent
of Human Resources

Steve Wolf, Assistant Superintendent
of Secondary Instruction

Board of Education

Dan D'Alessandro	President
Heather Shafer	Vice President
Mary Hanser	Treasurer
Erin Reis	Secretary
Amanda McDonough	Trustee
James Sommers	Trustee
Michael Whitney	Trustee



January 31, 2023



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Lakeville 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 Kristin Guinn, Principal, for assistance.

The AER is available for you to review electronically by visiting [this link](#) or you may review a printed copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

The 2021-2022 school year presented unique challenges and interrupted schooling due to the COVID 19 pandemic and our November 30th tragedy. In response to these events, our district leaned into our multi-tiered system of support to regularly access students' academic and behavioral progress and needs. Lakeville Elementary is a school-wide Title 1 school. To be a Title 1 school, at least 35% of the student population receives free and reduced lunch and we receive additional federal funds to upgrade instructional programs. In the 2021-2022 school year, Lakeville received an award from the *No Kid Hungry* program through the State of Michigan for increasing the number of students to whom we serve breakfast.

State law requires that we also report additional information:

Process for Assigning pupils to the school

Lakeville Elementary primarily serves students living in the surrounding neighborhoods. The district has been open for school of choice students who are placed in schools based on space availability.

Status of 3-5 Year School Improvement Plan

The school improvement process at Lakeville Elementary is led by the grade level leadership team, which refines our improvement goals and identifies strategies to reach those goals in a 3-to-5-year time frame. It is important to note that Lakeville Elementary School is an authorized International Baccalaureate (IB) World School. During the 2021 – 2022 academic year, we successfully completed our IB 5-year reauthorization.

Our current school goals are:

- Students will improve their reading performance.
- Students will improve their writing performance.
- Students will improve their mathematical skills and knowledge.
- Students will improve their social studies skills and knowledge.
- Students will improve their science skills and knowledge.
- Students will enhance their preparation for success in a global environment.

Strategies are implemented to reach these goals based on researched best practices. Over the last 4 years, teachers in all grades received training in the areas of technology, Writer’s Workshop, Reader’s Workshop, Standards Based Reporting, differentiated instruction, and mathematics. Teachers have been continually updating the IB Program of Inquiry to reflect the new programs and strategies identified through our school improvement process and professional development. Most recently, we have implemented the Units of Study in Reading and the Units of Study in Writing (Lucy Calkins’), Units of Study in Phonics, Phonemic Awareness (Heggerty) and continue to make positive adjustments to standards-based report cards.

A Brief Description of each Specialized School

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2021-2022 school year, some of these students required specialized schools outside of our district, at Kingsley Montgomery School and Wing Lake Developmental Center. OCS students may also attend Oxford Virtual Academy, Oxford Bridges High School, Oxford Crossroads Day School, Oxford Schools Early College program, Oakland Schools Technical Campus where appropriate and after referral or application.

Academic Curriculum

A core academic curriculum includes all grades, kindergarten through twelve, and describes what a student will know and be able to do for each subject area. All Oxford curricula are based upon the Michigan Academic Standards. To access curriculum information please visit our district website or contact the principal of your child’s school.

Aggregate Student Achievement for nationally normed assessments

The table below shows the percentage of students in each grade level at the school who scored higher than the 30th percentile in the nation in the Fastbridge reading and math screening assessments in the Spring screening windows of school years 2020-21 and 2021-22:

Lakeville Elementary School				
	Spring 2020-2021		Spring 2021-2022	
Grade Level	Reading	Math	Reading	Math
K	47%	49%	42%	40%
1	48%	60%	46%	59%
2	68%	75%	43%	64%
3	75%	65%	68%	77%
4	51%	58%	82%	77%
5	69%	68%	58%	60%

Parent Participation

At Lakeville Elementary School we value parent involvement and strive to work in partnership with all our families. Each year we invite our parents to participate in such activities as Parent Teacher Conferences, Curriculum Night, an Annual Title I meeting, Title I parent surveys and Title I Family Math and Reading Night.

Fall 2021-22, 296 families attended representing 91% of the students.

Fall 2020-21, 294 families attended via zoom, representing 91% of the students



Lakeville Students enjoying an assembly with the Oxford Wildcat Mascot.

In addition, our PTO offers remarkable support for our teachers and students as well as many exciting activities that enrich our students’ school experience such as school assemblies, field trips, Fall Festival, Wildcat Dash, Cookies with Santa and the Spring Fair. Other extracurricular activities in which students may participate are Girls on the Run, First and Junior Lego League, Lakeville Leadership Team, Safety Patrol, Mileage Club, Art Club, Homework Club and Orchestra/Suzuki Strings.

Our Lakeville Learning Community embraces the philosophies of an IB World school and is proud of the progress that we continue to make each year. We remain committed to the academic success and overall well-being of our students, our staff, and the community we serve.

Sincerely,
Kristin Guinn, Principal