



## School Annual Education Report (AER) Cover Letter

February 2, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Lakeshore Middle 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 Instructional Services Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - [MI School Data](#), or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status 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.**

Lakeshore Middle School's improvement process is intentionally coordinated with the district improvement process to support the specific needs of students in our building while aligning directly with the GHAPS School Improvement Plan. Our work is grounded in the continuous study of multiple data sources to establish clear, measurable goals and to monitor progress toward those goals. While navigating the increasing academic and social-emotional challenges our students face, we have experienced meaningful growth as a result of a more focused and aligned improvement process.

Our primary academic goals have included implementing a workshop model for reading and writing in English Language Arts, improving writing quality and depth of knowledge in Social Studies, strengthening Algebra readiness in Mathematics, and increasing student use of data analysis and inquiry-based practices in Science. To support these goals, we have placed a strong emphasis on the use of data chats as a consistent instructional practice across classrooms. Through shared learning experiences, staff have collaborated to develop a common understanding of effective data chat structures and protocols. These data chats are designed to increase student awareness of their individual learning needs, help students identify specific areas of focus, and support goal-setting and reflection. By engaging students directly with their own data, we are building greater ownership of learning and reinforcing the connection between effort, strategy, and academic growth.

To support this work, we refined our guiding coalitions to narrow our focus and ensure our efforts were purposeful, coherent, and manageable. This refinement has allowed departments and teams to work more tightly, with clear priorities and shared expectations for instructional practice.

School-wide strategies to meet these goals have included the implementation and strengthening of Professional Learning Communities (PLCs) within curriculum teams, the consistent use of a Response to Intervention (RtI) system to support all learners, 1:1 technology access, and increased student engagement through the use of research-based instructional strategies. Additional strategies included increasing the volume of writing across all content areas, embedding trauma-informed instructional practices, and maintaining a safe, supportive learning environment for all students.

As part of our continuous improvement efforts, we began implementing the SIG model to establish a shared instructional framework and common language across teams. This year, our focus has been on building understanding of the SIG components through shared learning, professional dialogue, and guided practice. Teams are in the process of learning how to use the SIG model to reflect on instruction, identify areas of strength, and determine next steps for growth, with an emphasis on consistency and fidelity over time.

While each core content area maintains specific goals, our PLC work has been a central focus to ensure equitable learning opportunities for all students. PLCs analyze student data, reflect on instructional effectiveness, and make adjustments to instruction and interventions to meet student needs. In addition, Lakeshore Middle School utilizes a PBIS (Positive Behavior Interventions and Supports) model to explicitly teach, reinforce, and support expected behaviors across all settings.

Through the intentional alignment of our guiding coalitions, PLC work, emerging SIG implementation, data chats, and One-Page Strategic Plan targets, we have demonstrated progress in all identified areas and continue to strengthen a culture of focused collaboration, student ownership, and continuous improvement.

State law requires that we also report additional information.

### **Pupil Assignment**

Lakeshore Middle School's students are assigned to our building by geographic boundaries as well as schools of choice requests.

### **3-5 Year School Improvement**

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School-wide strategies to meet these goals have included the implementation and continued strengthening of Professional Learning Communities (PLCs) within curriculum teams, the consistent use of a Response to Intervention (RTI) system to support all learners, 1:1 technology access, and increased student engagement through the use of research-based instructional strategies. Additional strategies included increasing the volume of writing across all content areas, embedding trauma-informed instructional practices, and maintaining a safe, supportive learning environment for all students.

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### **Core Curriculum**

Grand Haven Area Public Schools has joined the state of Michigan in adopting Michigan's State Standards which include the Common Core State Standards. We continue to transition from the Grade Level Content Expectations and High School Content Expectations to fully adopt a more rigorous curriculum in English Language arts, math, and science. We will use the state standards in social studies until new standards are adopted. Information about the core curriculum, its implementation, and how it may vary from state curriculum can be accessed by contacting the Office of Instructional Services at (616) 850-5075.

### **Student Achievement**

Seventh grade students take the M-STEP state assessment in English Language Arts and Math. Whereas eighth grade students take the PSAT8 for English Language Arts and Math, and the M-STEP for Science and Social Studies.

School Year	Proficiency
2024-25	66%
2023-24	60%
2022-23	55%
2021-22	56%
2020-21	54%

### **Parent-Teacher Conferences**

At Lakeshore Middle School, our program thrives because of the ongoing support and involvement of our parents. In fall 2025/26, 62% of parents attended in-person conferences. We maintain strong communication year-round, ensuring that even parents who cannot attend conferences are fully informed about their child's progress.

Our staff takes great pride in the achievements of our students. Academically, they consistently exceed county, state, and national averages on standardized assessments. Recently, U.S. News and World Report recognized us as one of the top 50 middle schools in Michigan. Beyond the classroom, students shine in extra-curricular activities. Our Science Olympiad team, robust music program—including students performing at the state level—and athletic teams all demonstrate their dedication and talent. The music program, in particular, attracts high participation in choir, band, and orchestra, with performances celebrated across the state.

Equally impressive is the way our students conduct themselves. Visitors and new students often comment on the respectful and supportive culture they experience, noting the kindness and professionalism with which students interact with peers and staff alike.

While we celebrate our successes, our greatest commitment is to the growth and well-being of our students and families. Whether through academics, character development, service, the arts, or athletics, we continually strive to prepare students for the opportunities and challenges that lie ahead.

Sincerely,

**BRAD CUSUMANO**

Brad Cusumano, Principal  
Lakeshore Middle School