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February 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Long Meadow Elementary. 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 Casey Wescott, Long Meadow Elementary principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2Z7LHym> , or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified and was not given one of these labels.

The mission of Long Meadow Elementary School is to prepare our students to be caring, cooperative, contributing members of a global society by providing them with a challenging and nurturing environment in which to celebrate learning. The information in the AER report helps to provide data that impacts learning of all kids and our school culture. The AER, along with other localized data points come together to allow us to live into our mission as education, learning, and our kids change.

Though our statewide accountability indicates our students are demonstrating proficiency and growth well-above the state average, we are continuing to implement strategies to close our achievement gap. We are addressing these needs by adopting the Teachers College Reading and Writing Project units of study for both reading and writing. Additionally we are furthering our implementation of a Multi-Tiered System of Support (MTSS) to ensure that each student is receiving the necessary supports to be successful both academically and social-emotionally.

To reflect on our current instructional practices, our staff engages in a comprehensive review of our student achievement data three times a year. During this process grade-level teams meet in a structured workshop to review the progress of their achievement goals and to reflect on the effectiveness and fidelity of their instructional practices. When students are not successful, despite several different approaches, they were referred to our TEAM committee where a group of our support staff, Learning Consultant and Principal explore new approaches.

Process for Assigning Pupils to the School

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building. Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

Long Meadow Elementary School Improvement Plan(SIP)

Long Meadow Elementary School Improvement Goals are aligned with the vision and mission of our district and strategic plan for Rochester Community Schools. Our SIP team consists of representatives of our staff and parents to generate goals for the upcoming year while reflecting on goals for the current year. Long Meadow continues to focus on literacy, math, and writing as areas to improve. Our 3-5 year goals call for the proficiency of all students and the strategies in place to achieve these goals include the Teachers College Reading and Writing Project workshop model, guided reading, Professional Learning Community (PLC) meetings, and ongoing professional development.

The Long Meadow School Improvement Plan includes the following goals:

- Long Meadow students will reach grade level proficiency in math
- Long Meadow students will reach grade level proficiency in reading
- Long Meadow students will become proficient writers

Each of the School Improvement Goals are expanded into measurable objectives and intentional activities to evaluate best practices within classrooms daily. Professional development, collaboration, data review and implementation of the instructional strategies listed above are the focus for us to be successful with this plan.

In addition to school-wide goals, our staff has refined and monitored grade level goals that were measurable, attainable, results oriented and time-bound. Data collection and reflection is ongoing within each grade level team and specific content areas.

Core Curriculum

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education’s Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support (MTSS) to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District’s Core curriculum can be found at the following website: <https://www.rochester.k12.mi.us/pages/5816/k-5-curriculum-guides>

Student Achievement Results from Local and/or Nationally Normed Tests

2016-2017

| I Ready Reading | Below Standard | | At or Above Standard | | Total Students | |
|-----------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 6 | 6 | 101 | 94 | 107 | 100 |
| First | 20 | 21 | 74 | 79 | 94 | 100 |
| Second | 13 | 13 | 93 | 87 | 106 | 100 |
| Third | 9 | 10 | 81 | 78 | 104 | 100 |
| Fourth | 23 | 22 | 81 | 78 | 104 | 100 |
| Fifth | | | | | | |

| Fountas & Pinnell | Below Standard | | At or Above Standard | | Total Students | |
|-------------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 27 | 25 | 80 | 75 | 107 | 100 |
| First | 19 | 20 | 75 | 80 | 94 | 100 |
| Second | 22 | 21 | 84 | 79 | 106 | 100 |
| Third | 13 | 15 | 72 | 85 | 85 | 100 |
| Fourth | 11 | 11 | 93 | 89 | 104 | 100 |
| Fifth | 12 | 12 | 89 | 88 | 101 | 100 |

| I Ready - Math | Below Standard | | At or Above Standard | | Total Students | |
|----------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 17 | 16 | 88 | 84 | 105 | 100 |
| First | 11 | 12 | 84 | 88 | 95 | 100 |
| Second | 16 | 15 | 90 | 85 | 106 | 100 |
| Third | 11 | 13 | 74 | 87 | 85 | 100 |
| Fourth | 10 | 10 | 94 | 90 | 104 | 100 |

| | | | | | | |
|-------|--|--|--|--|--|-----|
| Fifth | | | | | | 100 |
|-------|--|--|--|--|--|-----|

2017-2018

| I Ready Reading | Below Standard | | At or Above Standard | | Total Students | |
|-----------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 5 | 5 | 75 | 95 | 80 | 100 |
| First | 27 | 29 | 68 | 71 | 95 | 100 |
| Second | 13 | 13 | 87 | 87 | 100 | 100 |
| Third | 15 | 17 | 69 | 83 | 84 | 100 |
| Fourth | 5 | 5 | 75 | 95 | 80 | 100 |
| Fifth | 18 | 18 | 83 | 82 | 101 | 100 |

| Fountas & Pinnell | Below Standard | | At or Above Standard | | Total Students | |
|-------------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 23 | 28 | 58 | 72 | 81 | 100 |
| First | 30 | 32 | 65 | 68 | 95 | 100 |
| Second | 20 | 20 | 80 | 80 | 100 | 100 |
| Third | 12 | 15 | 72 | 85 | 84 | 100 |
| Fourth | 19 | 23 | 61 | 77 | 80 | 100 |
| Fifth | 15 | 17 | 75 | 83 | 90 | 100 |

| I Ready - Math | Below Standard | | At or Above Standard | | Total Students | |
|----------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 11 | 13 | 73 | 87 | 84 | 100 |
| First | 59 | 55 | 49 | 45 | 108 | 100 |
| Second | 13 | 13 | 86 | 87 | 100 | 100 |
| Third | 38 | 35 | 72 | 65 | 111 | 100 |
| Fourth | 17 | 80 | 67 | 20 | 86 | 100 |
| Fifth | 28 | 26 | 73 | 74 | 101 | 100 |

2018-2019

| I Ready Reading | Below Standard | | At or Above Standard | | Total Students | |
|-----------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 3 | 3 | 88 | 97 | 91 | 100 |
| First | 18 | 18 | 70 | 82 | 88 | 100 |
| Second | 22 | 22 | 79 | 78 | 101 | 100 |
| Third | 12 | 12 | 92 | 88 | 104 | 100 |

| | | | | | | |
|--------|----|----|----|----|-----|-----|
| Fourth | 21 | 19 | 89 | 81 | 110 | 100 |
| Fifth | 21 | 24 | 66 | 76 | 87 | 100 |

| Fountas & Pinnell | Below Standard | | At or Above Standard | | Total Students | |
|-------------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 24 | 39 | 53 | 61 | 87 | 100 |
| First | 39 | 46 | 46 | 54 | 85 | 100 |
| Second | 28 | 28 | 73 | 72 | 101 | 100 |
| Third | 12 | 12 | 89 | 88 | 101 | 100 |
| Fourth | 24 | 23 | 81 | 77 | 105 | 100 |
| Fifth | 10 | 12 | 75 | 88 | 85 | 100 |

| I Ready - Math | Below Standard | | At or Above Standard | | Total Students | |
|----------------|----------------|----|----------------------|----|----------------|-----|
| | # | % | # | % | # | % |
| Kindergarten | 10 | 11 | 81 | 89 | 91 | 100 |
| First | 23 | 26 | 65 | 74 | 88 | 100 |
| Second | 27 | 26 | 74 | 73 | 101 | 100 |
| Third | 11 | 11 | 93 | 89 | 104 | 100 |
| Fourth | 9 | 8 | 100 | 92 | 109 | 100 |
| Fifth | 12 | 14 | 75 | 86 | 87 | 100 |

Parent Teacher Conferences

| Parent Attendance at Conferences | Percent of Parents |
|---|---------------------------------|
| Spring Conferences 2017 | 62 |
| Fall Conferences 2017 | 97 |
| Spring Conferences 2018 | 60 |
| Fall Conferences 2018 | 98 |
| Spring Conferences 2019 | 63 |
| Fall Conferences 2019 | 97 |
| Spring Conferences 2020 | N/A *Due to COVID/Not in school |
| Fall Conferences 2020 | 95 |

*Spring Conferences are offered to all parents but are considered optional and are requested by teachers.

This report is celebration for our school community, kids, and staff. It's also a celebration of our journey so far, and directs our focus to continue to improve and focus on our kids. The Faculty and Staff at Long Meadow is proud of the information presented in this report and recognizes that our successes is because of the collaboration that exists within our community. We appreciate and look forward to continuing our partnership with our parents, staff, and community. We are looking forward to future years of helping all students learn and grow.

Sincerely,

Casey Wescott

Long Meadow Principal