



AER: 2025-2026

Dear Lone Pine Elementary School Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 educational progress for Lone Pine 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 Radhika Issac, Lone Pine Elementary Principal at [rissac@bloomfield.org](mailto:rissac@bloomfield.org) for assistance.

The AER is available for you to review electronically by visiting the MISchoolData website [linked here](#), or you may review a copy in the main office.

For the 2025-2026 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 status label is given.

Our school has not been given one of these labels.

Last year our school faced several key challenges as we worked to accelerate student achievement and close persistent gaps, chief among them the districtwide rollout of Bridges for Mathematics as a new K-8 resource; to support a strong year-one implementation we scheduled professional learning led by Bridges experts, built collaborative cross-grade conversations to align expectations and vertical progressions, and established a teacher cohort focused on both proactive planning and reactive adjustments during the rollout. Across all subject areas we continued to strengthen our MTSS framework by routinely identifying students who were not showing expected growth and by providing teachers with coaching and resources to deliver targeted small-group instruction that addressed gaps in foundational concepts. These coordinated initiatives—expert-led training, structured

collaboration, a responsive teacher cohort, and focused MTSS interventions—were designed to ensure consistent instruction and measurable growth for every learner.

State law requires that we also report additional information.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence. The district also has an open enrollment/transfer process for in-district students who wish to attend schools other than their assigned school on a space-available basis.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Status of our 3–5 year school improvement plan: Last year we focused on strengthening MTSS structures to efficiently identify students who did not show expected growth over time, trained staff in best practices for collaborative inquiry to implement and document intervention strategies, and supported teachers in becoming familiar with i-Ready as a diagnostic tool. This year we continued that work by prioritizing small-group instructional materials for interventions and scaffolds to close learning gaps, and by providing ongoing training in data cycles and collaborative conversations to drive inquiry and refine instruction. Overall, these steps are advancing our multi-year plan to build sustainable systems that quickly identify needs, target instruction, and accelerate student growth.

### **IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

All BHS schools follow the Michigan State Standards, as adopted by the Michigan Department of Education, which are available for viewing at <http://www.michigan.gov/mde>. District instructional administrators coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop, and write curriculum and assessments. This ongoing process encompasses research, analysis of current practices, selection of resources, and implementation. These same curriculum committees also meet to ensure alignment both across grade levels and between them. This is referred to as horizontal and vertical articulation. Horizontal alignment ensures that all students have access to the same curriculum, regardless of which school within Bloomfield Hills Schools they attend or the teacher they are assigned to. Vertical articulation addresses the transition between one grade or subject level to the next.

### **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Aggregated student achievement results for FastBridge aReading and aMath are available for you to review electronically, [linked here](#).

**IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED  
BY PARENTS AT PARENT-TEACHER CONFERENCES**

2024-2025: 97%

2023-2024: 97%

2022-2023: 95%

Congratulations to our entire school community for the progress we've made—your dedication, collaboration, and commitment to continuous improvement are driving real gains for our students. Keep pushing forward with the same energy and care; together we will continue to close gaps, celebrate successes, and make this school year our best yet.

Sincerely,

Radhika Issac,  
Principal, Lone Pine Elementary