

# Walled Lake Consolidated School District

## Meadowbrook Elementary School

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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 Meadowbrook 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 Danielle Archie](#) for assistance.

The AER is available for you to review electronically by visiting the [MI School Data website](#) or you may review a copy in Meadowbrook's office.

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 has at least one underperforming student subgroup in 2024-25. 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 in 2021-22. 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%, 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. Meadowbrook Elementary has not been given one of these labels.

For the 2025-2026 school year, our school improvement efforts are strategically focused on strengthening students' ability to apply skills and strategies to successfully read and comprehend informational text. Our work is grounded in WLCSD's commitment to **Every Child, Every Day**, ensuring that instructional decisions are intentional, responsive, and aligned to the needs of each learner.

To support this commitment, our professional staff engage in structured and routine data analysis cycles at the grade-level, classroom, and small-group levels. Teams

participate in scheduled data dives and collaborative planning meetings where multiple data sources are examined to identify trends, determine student needs, and refine instructional practices.

Data sources include, but are not limited to:

- i-Ready Diagnostic results
- i-Ready usage metrics and performance indicators
- DRA (Developmental Reading Assessment) data
- Classroom formative and summative assessment data
- MTSS progress-monitoring data
- Attendance and behavioral trend data

Through these ongoing review cycles, teams adjust core instruction, design targeted small-group lessons, and implement tiered interventions that directly address identified gaps in learning.

Current challenges include closing the achievement gap among subgroups—specifically economically disadvantaged students, students with identified disabilities, and multi-language learners—in comparison to overall proficiency rates.

Our efforts are currently concentrated on the following:

- Implementation of trauma-informed practices to address and support the social-emotional needs of our students.
- Use of the Second Step curriculum to strengthen students' social-emotional competencies.
- Increased emphasis on Tier 1 small group instruction to more effectively target individual student needs in mathematics and literacy.
- Expanded use of data to inform and guide tiered interventions within our Multi-Tiered System of Supports (MTSS).
- Strengthening students' vocabulary development through implementation of Word Love, a vocabulary curriculum embedded within the Reading Units of Study.
- Utilization of Teachers College Units of Study checklists and rubrics to clarify learning intentions and success criteria for students.

In addition to high-quality classroom instruction, identified students receive supplemental support through services such as Reading Recovery, targeted literacy groups, before-school tutoring, and individualized literacy intervention provided by our Title I Interventionists. Our multi-tiered system ensures scaffolded instruction for students with disabilities and multi-language learners.

State law requires that we also report additional information.

### **Student Enrollment | School Assignment**

Walled Lake Schools enrolls and assigns schools to students based on the attendance areas in which they reside. Maps and information on the District enrollment process is available on the [District website](#).

### **School Improvement Plan**

At Meadowbrook Elementary we continue to focus our school improvement efforts on supporting the District Improvement goals of student success in literacy and math as well as maintaining a positive school climate. We are focusing on small group instruction using actionable data from multiple assessments supported by our district professional development plans. We are also focusing on our school-wide positive behavior intervention and supports to ensure a positive school climate for all.

### **Specialized School Report**

In addition to the regular K-12 program, our School District provides educational alternatives and opportunities for students as well as meeting special education needs. The "[Specialized Schools Report](#)" is available in our school office or on the District website at [www.wlcsd.org](http://www.wlcsd.org).

### **Core Curriculum**

The Walled Lake Consolidated Schools' Board of Education has officially adopted Michigan Academic Standards in all Core content areas. Please visit the following websites for a listing of academic standards.

[Michigan Department of Education | Michigan Academic Standards](#)

[Walled Lake Schools' | Understanding the State Standards](#)

## **Achievement Testing**

At the elementary level, the Walled Lake Schools has a balanced assessment program to gauge students' progress and provide valuable information to teachers, parents, and students.

The i-Ready mathematics and reading diagnostics are given to students in grades K-5 three times per year. This balanced assessment plan provides teachers and schools with valuable information about each child's growth and allows our professional educators to individualize instruction to meet every child's needs through small group instruction.

Kindergarten through third grade students who are identified as needing an Individual Reading Improvement Plan take the Developmental Reading Assessment (DRA) several times per year to determine students' progress in reading.

For grades K-5 in writing, we utilize rubrics that are aligned with our writing curriculum which assess student growth with narrative, informational, and opinion writing. Last spring all Walled Lake Consolidated Schools students in grades 3-5 participated in the M-STEP state assessments.

## **Parent-Teacher Conferences:**

- 540 of Meadowbrook Elementary students represented by parents at parent-teacher conferences in 2023-24.
- 452 of Meadowbrook Elementary students represented by parents at parent-teacher conferences in 2024-25.
- 96% of Meadowbrook Elementary students represented by parents at parent-teacher conferences in 2023-24.
- 95% of Meadowbrook Elementary students represented by parents at parent-teacher conferences in 2024-25.

For the 2025–2026 school year, Meadowbrook Elementary School will remain steadfast in our commitment to strengthening the academic achievement of all learners. We will intensify supports to accelerate growth for students who need additional intervention while continuing to enhance and extend rigorous learning opportunities for students who are academically advanced. We value and appreciate the ongoing partnership and support of our families, staff, and community as we work together to ensure success for every student.

Sincerely,

Danielle Archie, Principal

[Meadowbrook Elementary Annual Education Report](#)