Meadow Brook
Elementary School

Dulce Andere: Secretary	Liz Vernon: Learning Consultant	Seth Berg: Principal
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February 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 Meadow Brook 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 Seth Berg (Principal) for assistance.

The AER is available for you to review electronically by visiting the following website **https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,9307,1518,106,** 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 subgroup in 2024-25. 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 2024-25. 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%, or failed to exit ATS status in 2024-25. Some schools are not identified with any of these labels. In these cases, no label is given.

No label has been given to our school.

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 may be assigned to the Alternative Center for Education (ACE) through the District's intervention model.

State law requires that we also report additional information.

Status of the 3-5 Year School Improvement Plan

Meadow Brook Elementary School remains a National PTA School of Excellence, which highlights our commitment to stakeholder partnerships and our strong foundation of collaboration and shared leadership. Additionally, Meadow Brook is focused on initiatives to incorporate an ongoing shift in programming and instructional philosophy toward a Culture of Thinking (CoT) by engaging in targeted leadership learning supported by Harvard Project Zero's Making Thinking Visible initiative.

While Meadow Brook Has experienced great success as a school based on multiple measures, there are still some key challenges. Our overall proficiency percentages have remained steady and we are using tools and strategies to perpetuate growth in all areas. Some areas of focus are staff challenges in meeting the needs of students who come to school with many complex issues, keeping up with changes in curriculum alignment, adjusting to new resources, and sufficient time for teachers to collaborate on best practices to meet student needs. These areas are being addressed through such initiatives Reading Recovery, Positive Behavior Intervention Systems (PBIS), and a multi-tiered intervention process (MTSS) including classroom interventions, learning consultant services, and support from a team of ancillary staff. These are all available through the general education curriculum at Meadow Brook.

Our Child Study Team (TEAM) uses a well-defined Problem Solving Process (PSP) to identify and address intervention and enrichment needs. The School Improvement Plan (SIP) addresses these areas as well through initiatives such as a multifaceted social emotional learning foundation (SEL), literacy and math workshop, the Cultures of Thinking (CoT) eight cultural forces, and reading and writing across the curriculum.

Through our school improvement initiative we continue to focus on elements of enhancing instruction in Language Arts and Mathematics, updating our Positive Behavior Intervention System (PBIS) on a foundation of problem solving and restorative practices, and implementing strategies to address our ongoing cross-curricular goals. Professional development time is used to together data to ensure learning for all students and for staff to work collaboratively within our building and the district.

Common assessments in the four core academic areas along with pacing guides continued to help teachers devise instructional strategies based on best practices. Through data gathered from common assessments, state assessments, classroom tests and observations, Meadow Brook has developed goals that address a culture of literacy across the curriculum, improving proficiency with basic math skills, and perpetuating a school culture based on our shared core values of safety, respect and responsibility.

Based on data, Meadow Brook has also partnered with other RCS schools and local districts in developing a Culture of Thinking (CoT) under the guidance of Harvard

researcher, Ron Ritchart. For the 2025-2026 school year, Meadow Brook will continue to focus on the following goals:

All students will be proficient in reading:
All students at Meadow Brook will increase proficiency in reading as measured by district and/or state assessments. We will address this goal with a focus on researched best practices classroom instruction including, differentiation of targeted groups, collaboration among teachers within and across grade levels to share strategies and outcomes.

All students will be proficient in math:
All students at Meadow Brook will increase proficiency in math as measured by district and/or state assessments. Teachers will use researched best practices and data to differentiate instruction and will specifically research strategies to target enrichment, intervention, along with daily instruction. Teachers will engage in collaboration within and across grade levels to share strategies and outcomes.

All students will be proficient in writing:
All students will increase proficiency in writing as measured by district and/or state writing assessments. Teachers will research best practices around writing instruction that focuses on organization, including details and writer's purpose, and differentiated instruction. Teachers will incorporate writing across the content areas, facilitating collaboration among and across grade levels with a focus on sharing strategies and outcomes.

All students will productively contribute to a safe and respectful environment in responsible ways:
Staff has continued the development and implementation of our Positive Behavior Intervention Systems (PBIS), with focus on learning and growth in the areas of the self-regulation of emotions, conflict resolution, and restorative practices. We are implementing systems including, but not limited to the Zones of Regulation, a common voice scale spectrum, an updated office referral/data collection system with a focus on restorative practices and a foundation of a growth mindset. We are exploring strategies and philosophies aimed at empowering students, staff and parents.

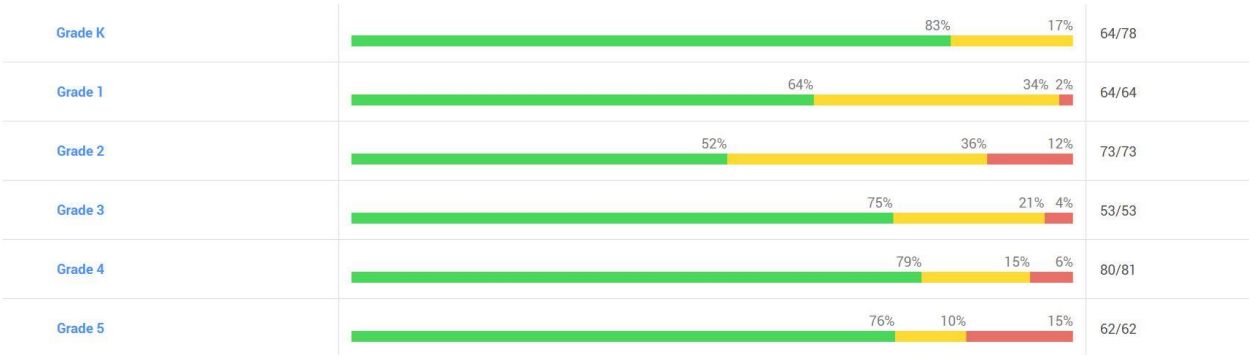
Core Curriculum:
Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework. The Curriculum department continues to focus on developing a Multi-Tiered System of Support (MTSS) to meet the needs of all students, providing alternate educational experiences for students and more flexible time for students learning beyond the traditional school day.

Additional information about the districts core curriculum can be found at the following website: https://www.rochester.k12.mi.us/academics/curriculum

2023-2024 Reading:



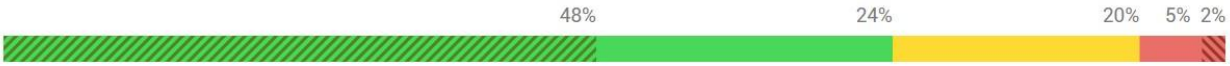
2023-2024 Math:



2024-2025 Reading:

Overall Placement

Students Assessed/Total: **420/434**



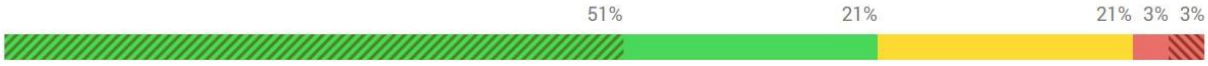
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
203 Students	99 Students	85 Students	23 Students	10 Students

Grade K		69%	20%	11%	0%	0%	64/77
Grade 1		42%	30%	27%	1%	0%	71/71
Grade 2		51%	14%	25%	10%	0%	63/63
Grade 3		45%	32%	10%	8%	5%	78/79
Grade 4		56%	15%	20%	4%	5%	55/55
Grade 5		35%	26%	27%	9%	3%	89/89

2024-2025 Math:

Overall Placement

Students Assessed/Total: **419/434**



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
215 Students	89 Students	89 Students	13 Students	13 Students

Grade K		73%	16%	11%	0%	0%	63/77
Grade 1		45%	20%	34%	1%	0%	71/71
Grade 2		52%	13%	24%	11%	0%	63/63
Grade 3		36%	28%	24%	3%	9%	78/79
Grade 4		65%	16%	11%	2%	5%	55/55
Grade 5		45%	29%	20%	2%	3%	89/89

Parent Teacher Conferences:

Parent Teacher Conferences	Number of Students	Percent of students represented at parent teacher conferences
2022 - 2023	396	0.98
2023 - 2024	411	0.98
2024 - 2025	434	0.98

Congratulations Meadow Brook for all your hard work and dedication! A Students–Centered, Optimistic, & Partnership-Enhanced (SCOPE) foundation is visible in all you do!

Our students, teachers, support staff, and parents continue to amaze me with their efforts in and outside of the classroom. Your true dedication to our school community is outstanding! We are looking forward to many joyful and productive school years to come. Proud to be a Meadow Brook Hero…Go Meadow Mice!

Sincerely,

Seth

Seth E. Berg - Principal
Meadow Brook Elementary
Rochester Community Schools