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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 2021-22 educational progress for 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 website <https://bit.ly/2Z7LHym> , or you may review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

State law requires that we also report additional information.

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 Mission Statement & Status of the 3-5 year School Improvement Plan

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 above the state average, we are continuing to implement strategies to close our achievement gap. We are addressing these needs by continuing to develop our social emotional learning and academic learning.

In the area of academics, we continue to implement the Teachers College Reading and Writing Project units of study for both reading and writing. Rochester Community Schools has adopted a new math curriculum called Bridges beginning this school year (2022-2023). We also have increased staffing in our Reading Recovery program and in our special education resource program. We have a well-developed system where paraprofessionals push into classrooms every day. We have also increased math support through the addition of the IXL online math support.

In the area of social emotional learning, we have a strong foundation and continue to enhance support for students in this area. Although we have well defined and successful character traits (Safe, Respectful, Responsible, and Helpful), our success is based on relationships. Staff continues to lay the foundation of our SEL success through relationships with students and parents. This is accomplished in large part by our staff building relationships through experiences and communication with students and parents. Those experiences are both inside the classroom, hallways, lunchroom, playground, PTA events, and other celebrations. As an added supplement, our school implements the Positivity Project. The 24-character strengths along with the 5 Mindset provides a weekly learning target to help our students grow as people. We also have a therapy dog who helps students with a variety of social emotional needs. We also have some other supports that hit on both academic and social emotional learning.

Some areas that focus on supporting academics and social emotional learning together include 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. Grade levels have met and worked with MTSS district leadership to help continue our student academically and social emotionally. Also, our PTA has helped Long Meadow students by providing enrichments throughout the year. Those have come in the form of school wide assemblies and grade-level assemblies.

To reflect on our current instructional practices, our staff engages in a comprehensive review of our student achievement data three times a year. However, our staff is continually working as

grade-level teams and as a school staff to tweak or try new instructional strategies. During this process grade-level teams meet to review the progress of their achievement goals and to reflect on the effectiveness and fidelity of their instructional practices. When students need support academically or social emotionally, 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.

Our Long Meadow Elementary School Improvement Goal is 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. Although Long Meadow continues to focus on literacy, math, and writing, our 3-5 year school improvement goal is centered around math.

The Long Meadow School Improvement Plan includes the following goal:

Within 3-5 years the percentage of Long Meadow students that are at grade level will increase by 3% in the area of math.

Create a strategy to reach your goal and include details such as when the strategy will begin and end and who will monitor its implementation:

Collaboration between district, building, and grade-level teams will continue to focus on resources, lesson plans, student data, and professional development centered around math. The principal and learning consultant will give time to grade levels, provide PD (building and district), intervention for math, and provide resources for home, and keep the conversation going regarding the goal. Math coaches will also help by providing PD and ideas to support growth in math.

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 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/academics/curriculum> .

Student Achievement Results from Local and/or Nationally Normed Tests

iReady Aggregate Achievement results 2021-2022

Reading - On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	100	100	100	100	100	100	100	100	100
1 st	100	100	100	100	100	100	100	100	100
2 nd	98	97	100	90	100	100	100	100	97
3 rd	87	92	67	68	69	89	83	60	91
4 th	95	95	100	84	69	100	50	76	97
5 th	82	90	100	70	62	100	50	0	88

Reading - Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0	0	0	0	0	0	0	0	0
1 st	0	0	0	0	0	0	0	0	0
2 nd	2	3	0	10	0	0	0	0	3
3 rd	13	8	33	32	31	11	17	40	9
4 th	5	5	0	16	31	0	50	24	3
5 th	18	10	0	30	38	0	50	100	12

Math - On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	100	100	100	100	100	100	100	100	100
1 st	97	97	100	89	89	100	80	100	98
2 nd	98	97	100	80	100	100	100	100	97
3 rd	94	97	100	78	94	100	83	100	97
4 th	95	100	100	95	85	100	50	100	100
5 th	94	93	100	80	62	100	50	75	95

Reading - Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0	0	0	0	0	0	0	0	0
1 st	3	3	0	11	11	0	20	0	2
2 nd	2	3	0	10	0	0	0	0	3
3 rd	6	3	0	22	6	0	17	0	2
4 th	5	0	0	5	15	0	50	0	0
5 th	6	7	0	20	38	0	50	25	5

Parent teacher conferences 2019-2022

Parent teacher conferences	Number of students	Percent of students represented at parent teacher conferences
2019-2020	609	97%
2020-2021	469	96%
2021-2022	609	96%

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