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May 2018

Dear Parents and Members of the Long Meadow Community.

On behalf of the faculty and staff at Long meadow Elementary, it gives me great pleasure to present you with the Annual Education Report (AER) which provides key information on our educational progress for the 2017-18 school year. 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 the Long Meadow principal, Mr. Jeff Frankowiak, for assistance.

The AER is available for you to review electronically by visiting the following web address: <http://www.rochester.k12.mi.us/long-meadow-elementary/pages/8278/annual-report> or you may review a copy at the Long Meadow Main Office.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was did not receive a label for any of these categories.

Mission of Long Meadow Elementary

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

Long Meadow Elementary is proud to work collectively to identify, implement, and review best instructional practices to provide a successful learning environment for all students. We believe that all students deserve an education where they can realize their fullest academic potential. 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:

<http://www.rochester.k12.mi.us/pages/5816/k-5-curriculum-guides>

Parent Teacher Conferences

Parent Attendance at Conference	Percent of Parents in Attendance
Fall Conferences 2015	97%
Spring Conferences 2016	59%
Fall Conferences 2016	97%
Spring Conferences 2017	62%
Fall Conferences 2017	97%
Spring Conferences 2018	60%

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

Student Achievement Results for Local and/or Nationally Normed Tests

Long Meadow Elementary has fully implemented and adhered to the adopted state testing system, M-STEP. As we continue to process the data and navigate the new requirements, Long Meadow Elementary anticipates an increase in test scores from year to year and will communicate the success to all stakeholders.

For a comprehensive review Long Meadow’s achievement data regarding state accountability please go to the following: <https://www.mischooldata.org/EssaDashboard/EssaDashboardSchoolOverview.aspx?LocationId=S.8984,1518,106&LocationCode=05239>;

For local

2015-16

I Ready - Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	na	na	na	na	na	na
First	35	34	69	66	104	100
Second	23	29	59	71	82	100
Third	31	32	66	68	97	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	25	27	67	73	92	100
First	22	21	83	79	105	100
Second	22	27	61	73	83	100
Third	12	12	92	88	104	100
Fourth	11	13	74	87	85	100
Fifth	12	12	89	88	101	100

I Ready - Math	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	na	na	na	na	na	na
First	34	33	72	67	106	100
Second	27	33	55	67	82	100
Third	26	26	77	74	103	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Fourth	14	17	68	83	82	100
Fifth	16	16	82	84	98	100



ROCHESTER COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

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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	76	89	85	100
Fourth	23	22	81	78	104	100

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

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Fifth	13	12	88	88	101	100

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 are appreciative of our partnerships and will be engaging in a process of continuous improvement as we look ahead.

Sincerely,

Jeff Frankowiak
Principal