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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 2014-15 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 at Meadow Brook Elementary School for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/xtlGeG>, or you may review a copy in the main office at your child's school.

Meadow Brook Elementary School has been identified as National PTA School of Excellence, which highlights our commitment to stakeholder partnerships and our strong foundation of collaboration and shared leadership. Additionally, Meadow Brook has begun a focused initiative to incorporate a shift in programming and instructional philosophy toward a Culture of Thinking by engaging in targeted leadership learning supported by Harvard Project Zero's Making Thinking Visible. While Meadow Brook has experienced great success as a school based on multiple measures, there are still some key challenges. A small decline has occurred in overall proficiency percentages. Some possible factors and causes of the decline could be 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 address through such initiatives as the Leveled Literacy Intervention (LLI), Math Lab (iReady math diagnostic and instructional intervention), 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. The school improvement process (SIP) addresses these areas as well through initiatives such as reading comprehension strategies, Visible Thinking routines, and writing across the curriculum.

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.

Status of the 3-5 Year School Improvement Plan

Our school improvement this past year continued to focus on the elements of enhancing instruction in Language Art and Mathematics, updating our Positive Behavior Intervention System, and implementing strategies to address our ongoing cross-curricular goals. Professional development time was used to gather 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. Using data gathered from the common assessments, state assessments, classroom tests and observations, Meadow Brook developed goals that addressed 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, responsibility. Based on data, Meadow Brook has also partnered with other RCS school and local districts in developing a Culture of Thinking under the guidance of Harvard educator, Ron Ritchhart.

For the 2015-16 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. Teacher 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 writers' 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 school environment in responsible ways:

Staff has continued the development and implementation of our Positive Behavioral Instructional Supports (PBIS), with focuses 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 or Regulation, a common voice scale spectrum, and a updated office referral/data collection system. We are exploring a strategy that includes regular town-hall style instructional meetings between teams of teachers and students across grade levels.

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: <http://www.rochester.k12.mi.us/pages/5064/general-education>.

Student Achievement Results from Local and/or Nationally Normed Tests

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

2013-2014

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	1	1	51	99	52	100
First	6	8	66	92	72	100
Second	9	19	37	81	46	100
Third	14	20	56	80	70	100
Fourth	12	17	55	83	67	100
Fifth	24	30	56	70	80	100

RCS Math Q4	Below Standard	At or Above	Total Students
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			Standard			
	#	%	#	%	#	%
Third	8	11	60	89	68	100
Fourth	13	20	50	80	63	100
Fifth	21	25	60	75	81	100

2014-2015

I Ready - Reading	#	%	#	%	#	%
Kindergarten	9	29	43	71	64	100
First	15	31	33	69	48	100
Second	18	24	55	76	73	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	1	2	47	98	48	100
First	1	2	63	98	64	100
Second	7	9	65	81	72	100
Third	12	17	58	83	70	100
Fourth	11	15	58	85	70	100
Fifth	18	26	51	74	69	100

I Ready - Math	#	%	#	%	#	%
Kindergarten	19	29	43	71	64	100
First	15	31	33	69	48	100
Second	25	34	48	66	73	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Third	5	7	64	93	69	100
Fourth	19	28	48	72	67	100
Fifth	24	34	46	66	70	100

Parent Teacher Conferences

Parent Attendance at Conferences	Number or Parents	Percent of Parents
Fall Conferences	396/409	97%

Congratulations Meadow Brook for all of your hard work and dedication in the 2014-2015 school year. You continue to amaze us all in your efforts in and out of the classroom. Your true dedication to our school community is outstanding. We are all looking forward to a successful for 2015-2016. Go Meadow Mice!

Sincerely,

Seth E. Berg