



**ROCHESTER COMMUNITY SCHOOLS
LONG MEADOW ELEMENTARY SCHOOL**

April 2016

Dear Long Meadow 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 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 Mrs. Kelly Dessy for assistance.

The AER is available for you to review electronically by visiting the following web site www.rochester.k12.mi.us or you may review a copy in the main office at your child's school.

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. As the student achievement data indicates, the new state assessments have impacted the percentage of proficient students in all content areas, and significantly in Science. Although, our students remain above the state average, our staff will be supported to utilize effective strategies to deepen student thinking and learning across content areas. Long Meadow is addressing these needs by providing further study with developing Cultures of Thinking within our school, improving our data review and problem solving process, and completing a program evaluation of our multi-tiered systems of support.

Long Meadow implements many successful school initiatives that actively address our academic achievement goals. For example, staff review of data through collaborative grade level meetings, and grade level SMART goal review have proven to have a positive impact on instruction and learning. Also, district and building professional development hours were crafted to give teaching staff continued support with Common Core State Standards (CCSS), training with new curriculum materials, collaboration regarding classroom assessments, support with technology tools for success, and celebrate growth on our school goals. Ongoing review of quarterly data by our teaching staff allows Long Meadow to utilize a multi-tiered system of support to address student needs and provide targeted instruction. Long Meadow utilizes flexible groups that are reviewed as needed to support as many students with direct teaching towards targeted academic goals. Finally, the Long Meadow TEAM, reviews data monthly to review academic growth and performance of our student population providing timely academic and behavioral interventions as needed

Mission Statement

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.

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Vision Statement

The vision of Long Meadow Elementary is to be a collaborative community of professional learners that continually studies student achievement and prepares for and provides an environment for learning based on best practice.

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 District Improvement Plan

The Rochester Community School District has developed a long-range strategic plan that calls for school improvement and professional development. The needs of students, as measured by student outcomes, drive the school improvement process. (SIP)

The District Improvement Team works in conjunction with the District Instructional Leadership Team to develop goals in the areas of literacy, mathematics, science, and school culture. The goals, along with the related strategies and activities, focus on student learning and are based on a review and analysis of demographic, achievement, process and perception data. The District Improvement Goals support and align with the School Improvement Goals developed by each school and provide the District with a clear focus and course for continuous improvement.

Long Meadow Elementary School Improvement Plan

Long Meadow Elementary SIP goals are aligned with the vision and mission of our district and strategic plan for Rochester Community Schools. Our SIP Team consists of representatives from each grade level, arts classes, and ancillary staff. The purpose of the SIP Team is to "generate staff reflection and goal setting, build staff consensus, implement and design plans to address staff goals, and collaborate for continual improvement for student achievement."

Long Meadow continues to focus on literacy, math, and writing for 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 Visible Thinking Routines, teacher collaboration, interventions for students through our Multi-Tiered Systems of Support, professional development and best practices in Tier 1 instruction.

Bulleted below are the SIP goals identified for the 2014-2015 school year.

- Math-Students will reach grade level proficiency in math.
- Reading-Students will reach grade level proficiency in reading.
- Writing- Students will become proficient writers.

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In addition to school-wide goals, our staff has refined and monitored grade level goals that were measureable, attainable, results oriented, and time-bound. Data collection and reflection was ongoing within each grade level team and specific content areas.

Continued focus and collaboration from staff was placed on our PBIS initiative theme of Caring Hares. "Caring Hares" are committed members of our school community that encourage safe, respectful, and responsible choices. Students are supported through common lessons, setting goals for recognition of positive behaviors, and celebration of being a student that supports our school commitments to a positive learning environment.

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>.

Aggregate Student Achievement Results

2013-2014						
Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	3	3	74	97	77	100
First	8	8	94	92	102	100
Second	11	12	78	88	89	100
Third	25	25	74	75	99	100
Fourth	19	22	64	78	85	100
Fifth	14	17	69	83	83	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Third	12	12	89	88	101	100
Fourth	8	8	83	92	91	100
Fifth	19	20	77	80	96	100

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2014-2015

I Ready - Reading	#	%	#	%	#	%
Kindergarten	10	8	102	92	112	100
First	19	22	64	78	83	100
Second	16	14	92	86	108	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	6	5	105	95	111	100
First	3	3	74	97	77	100
Second	8	8	90	92	98	100
Third	15	16	83	84	94	100
Fourth	12	15	70	85	82	100
Fifth	13	13	90	77	103	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Third	6	7	72	93	78	100
Fourth	13	14	82	86	95	100
Fifth	11	12	83	88	94	100

Parent Teacher Conferences

Parent Attendance at Conferences	Percent of Parents In Attendance
Fall Conferences 2014-15	97%
Spring Conferences 2014-15*	59%
Fall Conferences 2013-2014	95%
Spring Conferences 2013-2014*	57%

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

Congratulations Long Meadow for your dedication to student and school initiatives in the 2014-2015 school year! We continue to grow and achieve within our classrooms and our community. We are looking forward to a successful year for 2015-2016. Thank you, Caring Hares!

Sincerely,
Kelly Dessy

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