



School Annual Education Report (AER) Cover Letter

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-20 educational progress for Rodgers 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 the principal, Mrs. Sam, at 586.285.8600 for assistance.

The AER is available for you to review electronically by visiting the following web site http://lakeshoreschools.org/our_district/annual_report or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a "has not been given one of these labels".

At Rodgers Elementary, we engage in Professional Learning Communities (PLCs) to assess student growth and monitor progress of our students in math, reading and writing. We use data from the NWEA assessment (which is administered 3x's per year) along with local assessment scores and progress monitoring, to track individual student growth, assign appropriate interventions, and target skills necessary to improve instruction in all three tiers. The goals for our School Improvement Plan (SIP) are written based on data from M-STEP and NWEA assessments as well as perception data collected from staff, student and parent surveys.

Last year, our students did not take the 2019 Spring M-STEP due to the COVID-19 shutdown. From March 2019-June 2019 we collected student participation and engagement data to help guide our instruction and support. Prior to the shutdown,



our students showed a slight decline in math over a two-year period. The gap with our economically disadvantaged students is getting smaller but continues to be a focus due to the high number of students not proficient. We have identified students who need an Individual Reading Improvement Plan (IRIP) based on the new reading legislation. All students reading below grade level are receiving extra support during planned intervention time. Students within individual plan also have an "At Home Reading Plan".

We will be participating in professional development activities that will continue to support ELA, Math and Science. Literacy coaches, along with our teacher consultants have been receiving training working with 2nd grade teachers on specific strategies for guided reading and read alouds. Our focus for PLC this year has primarily focused on reimagining education during a global pandemic and how to best reach our students in a virtual learning environment. Lake Shore has provided quality professional development in the areas of instructional technology and assessment along with strategies to keep students engaged in learning. Although our hybrid students are only in person 2 days per week, we're seeing growth similar to the rise we've seen in previous years in a 5 day per week schedule.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

All resident Lake Shore students are assigned to a school based on the student's age, ability level, and residence location within the district. Resident students wishing to attend a school not within their residence boundaries have the option of requesting a transfer through the school office.

Status of the 3-5 Year School Improvement Plan

Rodgers Elementary School is actively working on their continuous school improvement cycle with the 2018-19 school year. You may review the School Improvement Plan at:

http://lakeshoreschools.org/our_district/school_improvement.

Core Curriculum Information

A copy of Lake Shore's core curriculum can be found on the district website: http://lakeshoreschools.org/departments/curriculum_and_instruction. Lake Shore teachers and administrators work closely with members of the Macomb Intermediate School District and follow the State of Michigan Core Curriculum.



Aggregate Student Achievement Results

NWEA Reading	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020
Kindergarten	142.5	151.0	159.2	141.1	149.0	canceled
First	164.1	174.2	181.3	159.8	169.1	canceled
Second	182.1	190.9	194.2	178.6	185.5	canceled
Third	186.6	195.1	199.5	188.4	195.5	canceled
Fourth	201.5	210.3	211.3	196.0	202.4	canceled
Fifth	212.0	216.0	215.8	207.9	212.8	canceled

NWEA Mathematics	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020
Kindergarten	140.8	153.1	162.4	138.3	148.2	canceled
First	164.6	176.6	183.2	161.3	171.9	canceled
Second	180.5	189.3	194.8	179.8	188.1	canceled
Third	188.3	196.7	204.0	185.5	191.7	canceled
Fourth	200.9	207.3	217.0	200.5	205.7	canceled
Fifth	213.9	218.2	226.3	210.8	215.2	canceled

*Results based on average RIT scores

Students Represented at Parent-Teacher Conferences

	Winter 2018-19	Winter 2019-20	Spring 2018-19	Spring 2019-20
# of Parents Attending	529	518	519	486
% of Students Represented by a Parent	96%	96%	95%	92%

We are very proud of the students and staff at Rodgers Elementary School as they continue to strive towards excellence.

Sincerely,

Cindy Sam, Principal