



School Annual Education Report (AER) Cover Letter

February 1, 2022

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 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, Dr. Lynn Bradley, 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 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 2018-19. 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 2017-18. 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 2016-17. 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".

The staff at Rodgers Elementary strive to create the most impactful learning environment for all of our students through continuous monitoring of student achievement data. To raise student achievement and close learning gaps, our teachers and support staff collaborate within their Professional Learning Communities to analyze local assessment data and target instruction for individual and small groups of students. We utilize Multi-Tiered Systems of Support, (MTSS), Math and Literacy Coaches, a Teacher Consultant, and Interventionists to utilize small group instruction to differentiate.



These strategies are also used to target individual skill deficiencies and provide additional instructional opportunities to assist students in meeting their goals. Additionally, we monitor and adjust our curriculum and assessments to meet the rigorous standards of the State of Michigan and offer on-going and high-quality professional development for our staff. We work to engage our parents and community through opportunities to meet and discuss their child's progress and utilize multiple communication outlets to provide information and resources.

At Rodgers Elementary, we also engage in Professional Learning Communities (PLCs) to assess student growth and monitor progress of our students in Math and Reading. We use data from the NWEA and DIBELS assessments - administered three times per year. This data is used in conjunction 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, local data from DIBELS from grades K-3. We identify students who require an Individual Reading Improvement Plan (IRIP) as a stipulation of the new reading legislation. All students reading below grade level receive extra support during planned intervention times. All of these efforts will help to close the achievement gaps. The gap with our economically disadvantaged students is getting smaller but continues to be a focus due to the high number of students rated as being not proficient.

Our students did take the 2021 M-STEP, however, there were low numbers in participation. This, in turn, had ELA students with proficiency percentages shown with drops in grade 3, 4, and 5, since the data from 2018-19 was reported. Prior to that, we did not take the 2020 M-STEP assessment due to the COVID shutdown. Student participation and engagement data were collected to help guide instruction and provide support during these past two years. 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 under School of Choice option.

Status of the 3-5 Year School Improvement Plan

Rodgers Elementary School is actively working on their continuous school improvement cycle with the 2021-22 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 2019	Winter 2020	Spring 2020	Fall 2020	Winter 2021	Spring 2021
Kindergarten	141.1	149.0	canceled	n/a	152.3	157.9
First	159.8	169.1	canceled	164.1	167.2	171.9
Second	178.6	185.5	canceled	181.4	181.1	181.2
Third	188.4	195.5	canceled	186.7	191.9	192.8
Fourth	196.0	202.4	canceled	197.2	200.0	201.1
Fifth	207.9	212.8	canceled	205.1	206.6	206.3

NWEA Mathematics	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Winter 2021	Spring 2021
Kindergarten	138.3	148.2	canceled	n/a	156.8	162.8
First	161.3	171.9	canceled	168.9	171.2	176.0
Second	179.8	188.1	canceled	184.3	187.0	187.8
Third	185.5	191.7	canceled	185.5	190.7	197.0
Fourth	200.5	205.7	canceled	194.8	198.6	203.8
Fifth	210.8	215.2	canceled	208.0	209.9	212.6

*Results based on average RIT scores

Students Represented at Parent-Teacher Conferences

	Winter 2019-20	Winter 2020-21	Spring 2019-20	Spring 2020-21
# of Parents Attending	518	490	486	502
% of Students Represented by a Parent	96%	86%	92%	83%

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**Lake Shore
Public Schools**

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

Sincerely,

Dr. Lynn Bradley,
Principal