



March 15, 2019

Dear Lone Pine Elementary School Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Lone Pine 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 Mary Hillberry, Lone Pine Elementary Principal at mhillberry@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/3JyaEL>, or you may review a copy in the main office.

For the 2017-18 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 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 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

The Lone Pine staff continually works to meet the needs of all individual learners, utilizing a variety of research driven strategies such as Reading Recovery. Ongoing interventions include data driven literacy and math support groups, English Language Learner support services, and special education services. Within the

classrooms our teachers utilize formative assessments to determine individual student learning needs and determine the most effective, differentiated instructional strategies. The workshop model is utilized during math, reading, and writing instruction to allow teachers to best address the wide variety of learning styles within a classroom. Lone Pine teachers plan their instruction collaboratively, sharing and reflecting on best practices as we continually seek the highest levels of instructional excellence for our students.

State law requires that we also report additional information.

- Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence. The district also has an open enrollment/transfer process for in-district students who wish to attend schools other than their assigned school on a space-available basis.
- Lone Pine's School Improvement Plan is an ongoing effort to align our instructional efforts with student needs. Our stakeholders engage collaboratively in data collection and analysis in order to determine goals for improvement, in research to identify best practices for instruction, and in reflection to assess our progress. Lone Pine's primary school improvement goals focus on the areas of reading, writing, mathematics, and equity and inclusion.
- All BHS schools follow the Common Core State Standards as adopted by the Michigan Department of Education, available for viewing at <http://www.michigan.gov/mde>. District instructional administrators coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This ongoing process includes research, analysis of current practice, selection of appropriate resources, and implementation. These same curriculum committees also meet to assure that there is alignment both across the grade levels and between the grade levels. This is called horizontal and vertical articulation. Horizontal alignment assures that all students have access to the same curriculum regardless of which Bloomfield Hills' school they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next.

NWEA Data for the past two years - Spring Mean RIT

NWEA Math	Kindergarten	1st Grade	2nd Grade	3rd Grade
Spring 2018 Mean	166.3	181.7	191.8	201.1
Spring 2017 Mean	163.5	180	192	203.2
National Spring Mean	159.1	180.8	192.1	203.4
NWEA Reading	Kindergarten	1st Grade	2nd Grade	3rd Grade
Spring 2018 Mean	165.8	181.3	193.5	202.9
Spring 2017 Mean	160.9	176.2	193	198.5
National Spring Mean	158.1	177.5	188.7	198.6
NWEA Language Usage	Kindergarten	1st Grade	2nd Grade	3rd Grade
Spring 2018 Mean	N/A	N/A	192.1	201.9
Spring 2017 Mean	N/A	N/A	197.7	203.1
National Spring Mean	N/A	N/A	189.7	200

The number and percent of students represented by parents or guardians at parent-teacher conferences: in the 2017-2018 school year, 97% of our 340 students were represented by parents or guardians during parent-teacher conferences. In the 2016-2017 school year 98% of our 350 students were represented by parents or guardians during parent-teacher conferences.

The educational focus at Lone Pine is based on developing confident, creative, flexible, technologically savvy 21st century learners and preparing them to anticipate and collaboratively solve the challenges in an ever-changing world. The Lone Pine staff and community are pleased to share with one another this mission of preparing students for the future.

Sincerely,

Mary Hillberry
Principal, Lone Pine Elementary