

**Livonia Public Schools**

# Cleveland Elementary



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2022-2023**

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## **2022-2023 Annual Education Report**



**Cleveland Elementary School**

**28030 Cathedral**

**Livonia, MI 48150**

**734 744-2700**

**Rob Witherspoon, Principal**



# LIVONIA PUBLIC SCHOOLS

15125 Farmington Road • Livonia • MI • 48154 Phone (734) 744-2500

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February 1, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 education process for Cleveland Elementary School. The AER addresses the complex reporting information required by federal law 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 Rob Witherspoon, Principal of Buchanan Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Cleveland Website](#) or you may review a copy by contacting Cleveland Elementary School office.

For the 2021-2022 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 2021-2022. 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 2021-2022. 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 2021-2022. Some schools are not identified with any of those labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format. Based on this data, Cleveland Elementary has a growing economically disadvantaged population of students that struggle to meet grade level expectations. This subgroup is heavily represented in our bottom 30% of students. In order to address these challenges, we have an extensive support system in place made up of classroom interventions, Title I support, and a Multi-Tiered Support System.

Our school has identified underperforming subgroups of students, including: economically disadvantaged students, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

In place is a multi-tiered system of support, including the use of research-based interventions targeting specific students with specific needs. Kindergarten, first and second grade teachers have been trained and using Orton- Gillingham, a multisensory phonic technique for remedial reading instruction. All teachers are using integrated units of study that will incorporate reading, writing, science and social studies. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners take place regularly. We also concentrate our efforts in an ongoing analysis of formative assessments to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. Grade level teams meet regularly for PLC sessions, and we conduct schoolwide data dives three times each year for Tier I and Tier II reflection, intervention and improvement.

These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets.

State law requires that we also report additional information as found on the following pages.

Our collaborative efforts positively impact our school's success and student achievement as evidenced by the steady reduction of students on Individualized Reading Intervention Plans.

Sincerely,

Rob Witherspon  
Cleveland Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

## MISSION STATEMENT

The Cleveland Elementary School Community is dedicated to meeting the individual needs of every child every day with desire, dedication, and determination.

## VISION

The Cleveland Elementary School community believes that it is our responsibility to foster the development of independent life-long learners in a safe nurturing environment. The collaboration within our learning community will provide educational and social opportunities that will instill the desire for students to achieve learning goals. We are dedicated to the success of every child every day as we provide students with authentic learning that will prepare students for a diverse world. The Cleveland community will stand determined that every child, regardless of ability, socio-economic status, or family dynamics will be afforded the opportunity for educational success and a passion for life-long learning.

## VALUES/COLLECTIVE COMMITMENTS

**Safety** – Staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all.

**Climate** – Staff and students will promote a school environment that is both positive and supportive.

**Expectations** – Staff and students will work together to foster a growth mindset and apply expectations that are continually discussed, modeled and practiced.

**Authentic Learning** – Staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness

**Focused Goals and Curriculum** – Staff and students will focus on prioritized standards that encourage deep understanding and application of higher-level skills in context.

## SCHOOL PROFILE

Cleveland Elementary School serves 434 students in grades K-4. The principal of Cleveland Elementary School is Rob Witherspoon, and there are 19 professional teaching staff members, a media specialist, music teacher, art teacher, and physical education teacher.

In addition, there are the following professional support staff members: 2 Elementary Support Teachers, school psychologist, school social worker, speech and language therapist, resource classroom teacher, Instructional Coach, teacher consultant outreach, occupational and physical therapist, 2 Title 1 support staff, English Language Learning teacher as well as homebound or hospitalized services.

We strive to keep the building operating in an organized manner. To make this happen we have custodians, secretaries, paraprofessionals, and lunchroom personnel who keep the building clean, serve nutritious food, and help the teachers/students.

## ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Cleveland Elementary based upon attendance, within the geographic boundaries of the school as well as students who transfer in based on seats available.

## SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Cleveland Elementary Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

### Goals for 2022-2025:

1. Based on Cleveland's student data in reading for the 2021-2022 school year at both the state and local levels, our school improvement goal is to have 75% of our third and fourth grade students meeting grade level reading proficiencies on both MSTEP and IREADY by 6/7/2025.
2. Based on Cleveland's student data in writing for the 2021-2022 school year at both the state and local levels, our school improvement goal is to have 70% of our third and fourth grade students meeting grade level reading proficiencies on both MSTEP and IREADY by 6/7/2025.
3. Based on Cleveland's student data in mathematics for the 2021-2022 school year at both the state and local levels, our school improvement goal is to have 50% of our third and fourth grade students meeting grade level mathematics proficiencies on both MSTEP and IREADY by 6/7/2025.
4. All students will experience a positive, safe and welcoming environment, where both students and adults respect and value one another.

### Goals for 2021-2022 and 2020-2021

1. All students will be proficient readers of grade level content.
2. All students will be proficient writers in all context areas.
3. All students will be proficient in Mathematics.
4. All students will experience a positive, safe and welcoming environment where both students and adults respect and value one another.
5. All students will be proficient in Science.

The Livonia Public Schools School District has had its District Level accreditation through COGNIA. Through the district accreditation process, Cleveland Elementary School also received accreditation. The accreditation process supports and validates district and school level improvement efforts.

## **SPECIALIZED SCHOOLS OR PROGRAMS**

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at [www.livoniapublicschools.org](http://www.livoniapublicschools.org).

## **CORE CURRICULUM**

The core curriculum at Cleveland Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, vocal music, and enrichment activities. The core curriculum is based on the Michigan Department of Education Common Core State Standards for Mathematics and English Language Arts, the State of Michigan Social Studies Standards and the Next Generation Science Standards.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well defined educational outcomes, a Livonia Public School graduate will:

1. Respect self, others, and the environment.
2. Communicate effectively.
3. Know how to learn and work productively.
4. Acquire and process information.
5. Use critical and creative thinking to make decisions and solve problems.
6. Work and participate independently and cooperatively.
7. Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

## **STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS**

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, running records and I Ready Diagnostic Assessment.

\* There were no district developed assessments given in the spring of 2020 due to CoVID-19. During the spring of 2021 District Assessments were given with various participation rates and some assessments taken by students virtually or in person.

## DISTRICT LITERACY ASSESSMENTS

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills. The following table, Early Literacy Benchmark Assessment - Kindergarten, shows the results of this testing by school and district.

<b>EARLY LITERACY BENCHMARK ASSESSMENT – KINDERGARTEN</b>			
Spring 2021	Letter Identification	Letter Sounds	Rhyme
Cleveland	93.4%	93.4%	96.7%
District	93.2%	84.6%	95.2%
Spring 2022	Letter Identification	Letter Sounds	Rhyme
Cleveland	84%	81.9%	89.4%
District	91.3%	90.9%	89.5%

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. Students in grades 1-4 are assessed multiple times each year. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

<b>RUNNING RECORDS ASSESSMENTS</b>					
<b>GRADES K-4</b>					
<b>Percent of students that Performed At or Above Grade Level</b>					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	42.6%	47.7%	67%	45.6%	76.3%
District	67.3%	60.3%	72.4%	74.6%	72.5%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	29%	48%	60%	74%	44%
District	63.8%	69.3%	71.6%	82.5%	70.2%

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

<b>i-READY READING</b>					
<b>Percent of Students Mid or Above Grade Level</b>					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	54.8%	41.6%	36.2%	36.3%	32.1%

District	67%	55%	50%	52%	42%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade4
Cleveland	36%	39%	30%	41%	27%
District	56%	54%	47%	48%	41%

### DISTRICT MATHEMATICS ASSESSMENTS

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY Mathematics Percent of Students Mid or Above Grade Level					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	64.5%	43.7%	29%	21.5%	25.6%
District	66%	60%	43%	47%	45%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade4
Cleveland	41%	40%	17%	28%	24%
District	55%	57%	39%	43%	45%

### PARENT TEACHER CONFERENCES

One of the most important factors of a child's success in school is the involvement of parents or guardians in the educational process. Cleveland Elementary has a high degree of parental involvement as 92% of our parents attended parent-teacher conferences during the 2021-2022 school year and 94% of our parents attended parent- teacher conferences during the 2022-2023 school year. Our Open House attendance was 60%, and our PTA membership is 47%.

### PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.



# BOARD POLICY

IDD

INSTRUCTIONAL PROGRAM  
PARENT INVOLVEMENT

JUNE 20, 2011  
Reviewed 5/2014

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their child should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

## DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

### **Student Assessment Data**

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

### **Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

### **Teacher Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

This link: [MiSchool Data - Cleveland](#) will take you to the reports provided by the Michigan Department of Education for Cleveland Elementary School.