

Coolidge Elementary School

<http://livoniapublicschools.org/coolidge>



2019-2020 Annual Education Report

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30500 Curtis
Livonia, MI 48152
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Kristina Collyer, Principal
Larry Grezak, Principal 2018-2019



January 29, 2020

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Coolidge Elementary School students based on 2018-2019 assessment results. The AER addresses the complex reporting information required by federal law and some requirements of 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 me, Kristina Collyer, Principal of Coolidge Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://coolidge.livoniapublicschools.org> or you may review a copy by contacting the Coolidge Elementary School office.

For the 2018-2019 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2018-2019 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. 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 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, our school improvement plan has created a greater focus on the teaching and learning of more challenging, rigorous and engaging work with the Common Core State Standards. With a prioritized plan to integrate language arts into our content areas, we are hoping to build academic endurance and engage students in work that requires diverse thinking and evidence based responses. This school improvement plan, combined with our MTSS practices, are intended to challenge all students and offer more support to students who need it the most.

In place is a multi-tiered system of support, including the use of research-based interventions, such as interventions from Walpole and McKenna's How to Plan Differentiated Reading Instruction Resources for Grades K-3 Second Edition. Which intervention is utilized is determined by a student's iReady Diagnostic score, F&P reading level, and Informal Decoding Inventory score. These interventions include Basic Alphabet Knowledge (BAK), Using Letter Sounds, Using Letter Patterns, Blends and Digraphs, R-Controlled Vowels, Vowel-Consonant-e, Long-Vowel Teams, and Multisyllabic Decoding. Interventions are also available in this program for Fluency and Comprehension (FAC) and Vocabulary and Comprehension (VAC) but have not been utilized to date. In order to focus on our science goals, teachers will integrate science standards within their ELA units of study. Teachers will also provide

appropriate supplementary reading materials related to scientific concepts to reinforce our science curriculum.

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

Our collaborative efforts have positively impacted our school's success and student achievement.

Sincerely,

Kristina Collyer
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

To educate, challenge and inspire every student to achieve personal success and become a confident contributor to society.

VISION STATEMENT

We promote a passion for learning and a philosophy that puts the needs of children and their education first

OUR PRIORITIES

1. Safety – Staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all.
2. Climate – Staff and students will promote a school environment that is both positive and supportive.
3. Expectations – Staff and students will work together to foster a growth mindset and apply expectations that are continually discussed, modeled and practiced.
4. Authentic Learning – Staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness.

5. 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 IMPROVEMENT/NCA COMMITTEE

Administrator – Kristi Collyer, Principal
Co Chair – Amy Rand, EST
Co Chair – Kim Mikonczyk, 4th Grade Teacher
Laura Williams – 4th Grade Teacher
Beth Hathaway - 1st grade Teacher
Carrie Krueger - 1st Grade Teacher
Ali Garrett – ASD Center teacher
Leslie Kruger – Kindergarten Teacher
Michele Richmond – 3rd Grade Teacher
Kellie Stark – Art Teacher
Jill Fawkes – RCR
Corrine Alt - Literacy Coach
Amanda Sanders- ASD Center Teacher

SCHOOL PROFILE

Coolidge Elementary School serves 481 students in grades K-4. The principal of Coolidge Elementary School is Kristina Collyer, and there are 25 professional teaching staff members and a media specialist. Coolidge contains a center program for students with autism. There are 31 students in the center.

In addition, there are the following professional support staff: school psychologist, school social worker, Elementary Support Teacher, speech and language therapist, resource classroom teacher, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

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

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and Tier I instructional needs. Action plans using proven instructional practices are developed for each improvement goal and progress toward achievement of the goals is documented annually.

2018-19 goals:

1. All students at Coolidge Elementary will be proficient in the standard Math Practice 1.
2. All students at Coolidge Elementary will be proficient in the standard Literacy Reading 1.
3. All students at Coolidge Elementary will be proficient in the standard Literacy Writing 2.

2019-20 goals:

1. All students at Coolidge Elementary will be proficient in the standard Math Practice 1
2. All students at Coolidge Elementary will be proficient in the standard Literacy Reading 1.
3. All students at Coolidge Elementary will be proficient in the standard Literacy Writing 2.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Coolidge Elementary School also received AdvancED accreditation. The AdvancED 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, Kennedy, 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.

CORE CURRICULUM

The core curriculum at Coolidge 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 grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts.

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:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- 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

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.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN			
Spring 2019	Letter Identification	Letter Sounds	Rhyme
Coolidge	100.0%	98.7%	100.0%
District	95.9%	93.0%	96.2%
Spring 2018	Letter Identification	Letter Sounds	Rhyme
Buchanan	100.0%	96.0%	100.0%
District	88.1%	83.6%	93.3%

Students in grades 1-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.

Kindergarten teachers administer reading records with comprehension at the end of the school year. Students in grades 1-2 are assessed three times each year. Students in grades 3-4 are assessed at the beginning of the year and additionally based on need. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS GRADES K-4 Percent of Students that Performed At or Above Grade Level					
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	88.3%	82.8%	85.0%	76.4%	81.6%
District	71.7%	67.6%	81.8%	76.4%	72.2%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	92.1%	75.3%	74.1%	76.6%	79.6%
District	72.9%	66.8%	78.4%	76.3%	72.8%

Beginning in 2016-17 all students in grades 1-6 were assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

i-READY READING					
Percent of Students At or Above Grade Level					
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	71.0%	72.0%	59.0%	43.0%	39.0%
District	59.0%	56.0%	53.0%	47.0%	39.0%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	65.0%	63.0%	50.0%	44.0%	25.0%
District	58.0%	55.0%	48.0%	43.0%	36.0%

DISTRICT MATHEMATICS ASSESSMENTS

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the 2015-2016 school year using the i-Ready Math Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

The following chart shows the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS					
Percent of Students At or Above Grade Level					
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	65.0%	74.0%	55.0%	49.0%	56.0%
District	63.0%	55.0%	49.0%	47.0%	52.0%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	62.0%	73.0%	52.0%	58.0%	51.0%
District	62.0%	55.0%	45.0%	46.0%	53.0%

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. Coolidge Elementary has a high degree of parental involvement as 97% (495/512) of our parents attended parent teacher conferences in 2019 and 94% (486/517) in 2018.

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 children 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) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct 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.

The link <http://bit.ly/2Hf5C6T> will take you to the reports provided by the Michigan Department of Education for Coolidge Elementary School.