

# Jackson Early Childhood Center

<http://livoniapublicschools.org/jackson>



## 2020-2021 Annual Education Report

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Carol Carignan, Administrator



January 30, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Jackson Early Childhood Center students based on 2019-2020 assessment results. The AER addresses the complex reporting information required by federal law and some 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 Carol Carignan, Administrator of Jackson Early Childhood Center, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://jackson.livoniapublicschools.org> or you may review a copy by contacting the Jackson Early Childhood Center office.

For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). 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 has identified underperforming subgroups of students, including economically disadvantaged students and students with disabilities, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

All students in early childhood programs need to make progress in early literacy, numeracy and social/emotional/behavioral growth. Through the use of skills assessment checklists at regular intervals, data will be collected that assists teaching teams in providing targeted instruction for students, and will provide a rubric by which teachers can make instructional decisions in the moment, based on student responsiveness.

Key challenges for our school include meeting the social, emotional and academic needs of 2, 3, 4, and 5 year olds. Progress with early literacy, numeracy, and social/emotional skills are important goals for all students. As we set goals for our youngest students, skill assessment checklists will provide a more cohesive and foundational approach to early learning. As we establish baseline data and

determine what assistance students need in relation to additional supports and interventions, we will be able to put the supports in place that are tailored to the development and age of our students. These initiatives are intended to accelerate the student achievement of subgroups 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 overall growth in pre-literacy, pre-numeracy and social/emotional skills.

Sincerely,

Carol Carignan  
Administrator

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).

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## MISSION STATEMENT

*LPS Early Learning Centers  
Our Mission*

*Working together with families and the community, we inspire all children to be respectful, confident, successful learners in a developmentally appropriate safe and nurturing environment.*

## SCHOOL PROFILE

Our Early Learning Centers serves 340 students ages 0-5 years old. Included in the 96 staff are the principal, program supervisor, general education classroom teachers, child development assistants, special education classroom teachers and paraprofessionals, teachers of speech and language, and a team leader. Additionally, there is a school psychologist, school social worker, occupational therapist, and physical therapist.

Assisting all of us in keeping our school operating in an organized and efficient manner, keeping the building clean, serving nutritious food, and helping teachers and students are custodians, 2 secretaries, and a kitchen helper.

***State law requires that we report the following additional information.***

## ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Jackson Early Learning programs based upon attendance within the geographic boundaries of the district and within our Wayne RESA catchment area, as well as students whose families choose the center based upon 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 data led the Jackson staff to focus our improvement efforts on the fundamental areas of development of self regulation skills, pre-reading, and pre-numeracy skills.

More specifically, for the 2019-2020 school year, Jackson focused on the following: All students in early childhood programs will:

- make connections to letter names and sounds - staff provided instructional experiences for students to facilitate learning around producing letter names and sounds. Teachers provided direct instruction and modeling to teach students letter names and sounds, as well as utilizing pre-test data to divide students into small groups for individualized instruction
- make connections to numbers through counting - staff provided instructional experiences for students to facilitate learning through counting. Teachers provided multiple daily opportunities to recognize numeracy and count, including choral counting, counting on, etc. from 1-20. Strategies included direct instruction, modeling, and physical prompts.
- demonstrate self-regulation skills - staff provided instructional experiences for students to facilitate learning around initiating calming strategies independently, where possible. Teachers provided direct instruction and modeling to teach calming and self-regulation strategies, as well as utilizing pre-test data to divide students into small groups for individualized instruction. Students were taught to identify their level of self-regulation, using a prompt hierarchy rubric, and then utilizing identified strategies.

For the 2020-2021 school year, Jackson will focus on the following:

Goal 1: All students in early childhood classrooms will make connections to letter names and sounds

Goal 2: All students in early childhood classrooms will make connections to how letters are shaped and formed

Goal 3: All students in early childhood classrooms will demonstrate self-regulation skills

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Jackson Early Learning 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](http://www.livoniapublicschools.org).

## CORE CURRICULUM

The core curriculum at Jackson Early Childhood Center provides learning experiences in pre-reading, pre-numeracy, and self regulation. The core curriculum is based on the Michigan PreK Standards of Quality from the Michigan Department of Education.

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 Pre-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 preschool are assessed on a one-on-one basis regularly during the school year to measure progress toward developmental appropriate pre-literacy skills. The following table, Early Literacy Benchmark Assessment, shows the results of this testing by school.

**Pre-Literacy BENCHMARK ASSESSMENT**

2019-2020 School Year	Baseline Letter and Sound Identification	Mid-Year Letter and Sound Identification		
	<i>Upper Case/Lower Case/Sounds</i>	<i>Upper Case/Lower Case/Sounds</i>	<i>Percent growth from baseline to mid-year</i>	<i>SIP Goal Achieved at Mid-Year</i>
Young Fives	27%/14%/7%	73%/59%/33%	46%/45%/26%	No/No/No
GSRP	26%/15%/10%	51%/33%/37%	25%/18%/27%	Yes/No/Not in SIP
	<i>Identifies name in print/names first letter of first name</i>	<i>Identifies name in print/names first letter of first name</i>		
GE (3s)	52%/31%	81%/69%	29%/38%	Yes/Yes
	<i>Upper Case/Lower Case/Sounds</i>	<i>Upper Case/Lower Case/Sounds</i>		

GE (4s)	39%/25%	62%/48	23%/23%	Yes/No
ECP (3s)	16%/12%/0%	30%/18%/16%	14%/6%/16%	No/No
ECP (4s)	47%/36%/18%	78%/66%/61%	31%/30%/43%	Yes/Yes/Yes
	<i>Match or point to upper/lower case letters</i>	<i>Match or point to upper/lower case letters</i>		
Act 18 (3s)	0%/0%	75%/75%	75%/75%	Yes/Yes
Act 18 (4s)	78%/50%	93%/83%	15%/33%	Yes/Yes

\*No data collected at year-end due to the global pandemic of 2020.

### Social Emotional Self-Regulation BENCHMARK ASSESSMENT

2019-2020 School Year	Baseline Self-Regulation	Mid-Year Self-Regulation		
			<i>Percent growth from baseline to mid-year</i>	<i>SIP Goal Achieved by Mid-Year</i>
Young Fives	60%	84%	24%	Yes
GSRP	0%	40%	40%	No
GE (3s)	41%	74%	33%	Yes
GE (4s)	55%	75%	20%	Yes
ECP (3s)	49%	67%	18%	Yes
ECP (4s)	56%	63%	7%	Yes
Act 18 (3s)	83%	88%	5%	Yes
Act 18 (4s)	83%	87%	4%	Yes

\*No data collected at year-end due to the global pandemic of 2020.

### Pre-Numeracy BENCHMARK ASSESSMENT

2019-2020 School Year	Baseline Pre-Numeracy	Mid-Year Pre-Numeracy		
	<i>Count to 20</i>	<i>Count to 20</i>	<i>Percent growth from baseline to mid-year</i>	<i>SIP Goal Achieved by Mid-Year</i>
Young Fives	57%	81%	24%	Yes
GSRP	14%	53%	39%	No
	<i>Count to 10</i>	<i>Count to 10</i>		
GE (3s)	54%	74%	20%	Yes
	<i>Count to 20</i>	<i>Count to 20</i>		
GE (4s)	49%	70%	21%	No
	<i>Count to 5</i>	<i>Count to 5</i>		
ECP (3s)	60%	80%	20%	Yes
	<i>Count to 10</i>	<i>Count to 10</i>		
ECP (4s)	64%	82%	18%	Yes
	<i>Match/point to 1-3</i>	<i>Match/point to 1-3</i>		
Act 18 (3s)	25%	75%	50%	Yes

Act 18 (4s)	83%	94%	11%	Yes
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\*No data collected at year-end due to the global pandemic of 2020.

**2020-2021 Pre-Literacy BENCHMARK ASSESSMENT**

<b>2020-2021 School Year</b>	<b>Baseline Letter and Sound Identification</b>	<b>Mid-Year Letter and Sound Identification</b>
	<i>Upper Case/Lower Case/Sounds</i>	<i>Upper Case/Lower Case/Sounds</i>
Young Fives	21%/11%/2%	
GSRP	13%/10%/not in SIP	
	<i>Identifies name in print/names first letter of first name</i>	<i>Identifies name in print/names first letter of first name</i>
GE (3s)	50% (MET AT BASELINE)/20%	
	<i>Upper Case/Lower Case/Sounds</i>	<i>Upper Case/Lower Case/Sounds</i>
GE (4s)	45%/26%	
ECP (3s)	13%/13%/x	
ECP (4s)	40%/40%/x	
	<i>Match or point to upper/lower case letters</i>	<i>Match or point to upper/lower case letters</i>
Act 18 (3s)	75%Met at baseline/36% met at baseline	
Act 18 (4s)	69% met at baseline/61% met at baseline	

**2020-2021 Social Emotional Self-Regulation BENCHMARK ASSESSMENT**

<b>2020-2021 School Year</b>	<b>Baseline Self-Regulation</b>	<b>Mid-Year Self-Regulation</b>
Young Fives	20%	
GSRP	3%	
GE (3s)	60% (MET at baseline)	
GE (4s)	44%	
ECP (3s)	NA%	
ECP (4s)	NA%	
Act 18 (3s)	46% (met at baseline)	
Act 18 (4s)	75% (met at baseline)	

**2020-2021 Pre-Numeracy BENCHMARK ASSESSMENT**

<b>2020-2021 School Year</b>	<b>Baseline Pre-Numeracy</b>	<b>Mid-Year Pre-Numeracy</b>
	<i>Count to 20</i>	<i>Count to 20</i>
Young Fives	53%	
GSRP	16%	
	<i>Count to 10</i>	<i>Count to 10</i>
GE (3s)	0%	
	<i>Count to 20</i>	<i>Count to 20</i>

GE (4s)	43%	
	<i>Count to 5</i>	<i>Count to 5</i>
ECP (3s)	35%	
	<i>Count to 10</i>	<i>Count to 10</i>
ECP (4s)	80% (met at baseline)	
	<i>Match/point to 1-3</i>	<i>Match/point to 1-3</i>
Act 18 (3s)	50% (met at baseline)	
Act 18 (4s)	72% (met at baseline)	

## **PARENT TEACHER CONFERENCES**

During the 2019-2020 school year, 85% of parents attended Parent Teacher Conferences. During the 2020-2021 school year, 90% of parents attended Parent Teacher Conferences.

## **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.
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The link <http://bit.ly/39L40gQ> will take you to the reports provided by the Michigan Department of Education for Jackson Early Childhood Center.