

Jackson Early Childhood Center

<http://livoniapublicschools.org/jackson>



2019-2020 Annual Education Report

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Carol Carignan, Administrator



January 30, 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 Jackson Early Childhood Center students based on 2018-2019 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 me, 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 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 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).

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 770 students ages 0-5 years old. Included in the 96 certified staff are the principal, program supervisor, general education classroom teachers, special education classroom teachers and paraprofessionals, teachers of speech and language, and team leader. Additionally, there is a school psychologist, school social worker, occupational therapists, and physical therapists.

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, a secretary, and cook.

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, early reading, and mathematics.

More specifically, for the 2019-20 school year, Jackson has 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.
- will make connections to how letters are shaped and formed - staff provided instructional experiences for students to facilitate learning around writing letters. Teachers provided direct instruction, modeling, and visual support to teach students how to write the letters of their own name. Strategies included producing support materials for students, developed for the purpose of helping students learn how to write/form the letters in their name and implementing accommodated materials to support students who needed individualization, such as pencil grips, pages with examples to trace or copy, and letter blocks that form letters to use as models

For the 2018-19 school year, Jackson has focused 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 make connections to numbers through counting

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.

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 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, shows the results of this testing by school.

EARLY LITERACY BENCHMARK ASSESSMENT - Young Fives			
Spring 2019	Letter Identification	Letter Sounds	Writes Name
Jackson	80% (Met)	63% (Met)	100% (Met)
EARLY LITERACY BENCHMARK ASSESSMENT - GSRP			
Spring 2019	Letter Identification	Letter Sounds	Writes Name
Garfield	43% (Not Met)	15% (Not Met)	86% (Met)
EARLY LITERACY BENCHMARK ASSESSMENT - General Education Preschool			
Spring 2019	Letter Identification	Letter Sounds	
Jackson	73% (Met)	30% (Not Met)	
EARLY LITERACY BENCHMARK ASSESSMENT - Early Childhood Program Preschool			
Spring 2019	Letter Identification	Letter Sounds	
Jackson	59% (Met)	24% (Not Met)	
EARLY LITERACY BENCHMARK ASSESSMENT - Act 18 Preschool			
Spring 2019	Letter Identification	Letter Sounds	

Roosevelt	NA	NA	
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EARLY MATH BENCHMARK ASSESSMENT - Young Fives			
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Spring 2019	Count to 20		
Jackson	91% (Met)		

EARLY MATH BENCHMARK ASSESSMENT - GSRP			
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Spring 2019	Count to 20		
Jackson	50% (not Met)		

EARLY MATH BENCHMARK ASSESSMENT - GE Preschool			
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Spring 2019	Count to 10		
Jackson	77% (Met)		

EARLY MATH BENCHMARK ASSESSMENT- ECPPreschool			
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Spring 2019	3 Yr - Count to 5	4 Yr - Count to 10	
Jackson	58%(Met)	89% (Met)	

EARLY MATH BENCHMARK ASSESSMENT - Act 18 Preschool			
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Spring 2019	3 Yr - Count to 5	4 Yr - Count to 10	
Jackson	NA	NA	

PARENT TEACHER CONFERENCES

During the 2018-19 school year, 68% of parents attended Parent Teacher Conferences at Jackson Center Early Learning Center. No data was collected during the 2017-18 school year.

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/39L40gQ> will take you to the reports provided by the Michigan Department of Education for Jackson Early Childhood Center.