

# Kennedy Elementary School

<http://livoniapublicschools.org/kennedy>



## 2019-2020 Annual Education Report

### BOARD OF EDUCATION 2019-2020

Mark Johnson, President  
Colleen Burton, Vice President  
Tammy Bonifield, Secretary  
Karen Bradford, Trustee  
Dan Centers, Trustee  
Crystal Frank, Trustee  
Liz Jarvis, Trustee

Andrea L. Oquist,  
Superintendent



14201 Hubbard  
Livonia, MI 48154  
734-744-2745

Dr. Danielle Daniels, Principal



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 Kennedy 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, Dr. Danielle Daniels, Principal of Kennedy Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://kennedy.livoniapublicschools.org> or you may review a copy in the main office of our school.

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, three challenges that our school faces are students with disabilities who struggle in making adequate yearly progress in reading and writing. We also see in our data that our male students struggle with writing and score lower than our female students. One of our biggest challenges is helping students who have moved into Kennedy and have "curriculum gaps". Finding the time, resources and staff to help remediate them is a challenge.

Our school has identified underperforming subgroups of students, including: students with disabilities and males 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, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.

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. Kennedy continues to achieve above the state proficiency rate on M-Step Assessments, and above the school district in iReady and Fountas and Pinnell Assessments. Kennedy's behavior data continues to improve as Kennedy moves forward with teaching a community of character and social emotional learning outcomes.

Sincerely,

Dr. Danielle Daniels  
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 Kennedy School community will continue to actively provide a safe and nurturing environment for everyone.

We are committed to the development of confident life-long learners who will be caring and sensitive human beings.

It is our goal that each child will receive the necessary instruction to guide them while developing the necessary skills to become respectful, independent, and responsible participants in our democratic society.

We believe all students are leaders.

## **BELIEFS**

**We at Kennedy Elementary School believe:**

**K**ids always come first

**E**very child can learn

**N**o one will ever be left behind

**N**ever losing sight of our students' needs

**E**veryone is invited to be a part of the learning community

**D**evoted staff, students, and community members working together

**Y**ears of experiences' guiding the development of young learners

## **SCHOOL PROFILE**

Kennedy Elementary School serves 430 students in grades K-4. The principal of Kennedy Elementary is Dr. Danielle Daniels. There are 19 professional teaching staff members including a media specialist.

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 Kennedy Elementary School based upon attendance within the geographic boundaries of the school as well as students who transfer in based upon seats available.

## **SCHOOL IMPROVEMENT**

At Kennedy Elementary School we are continually working towards student achievement. As a staff we are committed to regularly reviewing data, utilizing research based best practice, and monitoring student growth to ensure the goals set are being met.

Our goals for 2019-20:

- 1) All students at Kennedy Elementary will become proficient writers.
- 2) All students at Kennedy Elementary School will be proficient in math.
- 3) All students at Kennedy Elementary School will be proficient in reading.
- 4) All students at Kennedy Elementary School will be proficient in science.

- 5) All students at Kennedy Elementary will be proficient in social studies.
- 6) All students will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.

Our goals for 2018-19 were:

- 1) All students at Kennedy Elementary will become proficient writers.
- 2) All students at Kennedy Elementary School will be proficient in math.
- 3) All students at Kennedy Elementary School will be proficient in reading.
- 4) All students at Kennedy Elementary School will be proficient in science.
- 5) All students at Kennedy Elementary will be proficient in social studies.
- 6) All students will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.

We are very pleased with the continued progress of student achievement from the school-wide literacy initiative we have in place, as well as, the concentrated efforts in math. It is our goal to continue this focus to ensure academic success for each of our students.

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

## **CORE CURRICULUM**

The core curriculum at Kennedy 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
Kennedy	92.2%	92.2%	96.1%
District	95.9%	93.0%	96.2%
Spring 2018	Letter Identification	Letter Sounds	Rhyme
Kennedy	97.9%	90.4%	91.5%
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
Kennedy	78.9%	79.4%	74.1%	82.6%	85.5%
District	71.7%	67.6%	81.8%	76.4%	72.2%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Kennedy	87.5%	66.3%	80.6%	76.6%	84.8%
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.

<b>i-READY READING</b>					
<b>Percent of Students On or Above Grade Level</b>					
<b>Spring 2019</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Kennedy	54.0%	63.0%	53.0%	47.0%	44.0%
District	59.0%	56.0%	53.0%	47.0%	39.0%
<b>Spring 2018</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Kennedy	59.0%	59.0%	47.0%	58.0%	37.0%
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.

<b>i-READY MATHEMATICS</b>					
<b>Percent of Students On or Above Grade Level</b>					
<b>Spring 2019</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Kennedy	55.0%	64.0%	54.0%	58.0%	56.0%
District	63.0%	55.0%	49.0%	47.0%	52.0%
<b>Spring 2018</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Kennedy	67.0%	57.0%	45.0%	53.0%	68.0%
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. Kennedy Elementary has a high degree of parental involvement as 100% (430 conferences) of our parents attended parent-teacher conferences during the 2019-20 school year, and 100% (393 conferences) of our parents attended parent-teacher conferences during the 2018-19 school year. Ninety-five percent of our parents attended Open House.

Our PTA membership remains strong.

## **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**

#### **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/2HdpGGI> will take you to the reports provided by the Michigan Department of Education for Kennedy Elementary School.