

**Livonia Public Schools**

# Roosevelt Elementary



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2022-2023**

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



**Roosevelt Elementary School**

**30200 Lyndon**

**Livonia, MI 48154**

**734 744-4465**



# LIVONIA PUBLIC SCHOOLS

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

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 Roosevelt 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 Diana Shahin, Principal of Roosevelt Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Roosevelt Website](#) or you may review a copy by contacting Roosevelt 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, our school has identified students one to two grade levels behind, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

This year, we continue to utilize the multi-tiered system of support that is in place for our struggling learners. This multi-tiered system includes the use of a Universal Diagnostic Screener, called i-Ready and research-based interventions, which include but are not limited to Level Literacy Intervention (LLI) and i-Ready instruction. In addition, ongoing Professional

Development and dialogue focusing on strategies to support struggling learners takes place regularly during grade-level collaboration and defined professional development and collaborative learning times. Ongoing analysis through our local data dives of formative assessment is done 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 as evidenced by the steady reduction of students on Individualized Reading Intervention Plans.

Sincerely,

Diana Shahin  
Roosevelt 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

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

## VISION

Roosevelt Elementary School is a beacon of excellence offering exceptional educational opportunities to all children and serving as a source of pride for our community. As a premier school, we promote a passion for learning and a philosophy that puts the needs of children and their education first.

## VALUES/COLLECTIVE COMMITMENTS

**You can count on staff of Roosevelt Elementary School to support student learning by:**

- providing a high-quality curriculum based on the Michigan Content Standards for Math and
- ELA and the Michigan Grade Level Content Expectations for Science and Social Studies
- providing a safe, welcoming and supportive learning environment
- assessing students through a variety of methods to measure student progress and work toward meeting or exceeding established proficiency levels
- providing families opportunities to volunteer and participate in their child's classroom, and to observe classroom activities as needed
- providing report cards to families on student progress three times per year
- actively participating in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families
- teaching and modeling the Livonia Public Schools community with character elements and respectful interactions

**We will count on families of Roosevelt Elementary School students to support their child's learning by:**

- assuring their child's regular attendance in school as well as promoting adequate sleep, regular medical attention and proper nutrition for their child
- monitoring homework/schoolwork completion and providing a quiet time and place for schoolwork
- assisting your child in responsibly returning homework, books and other school materials being aware and setting appropriate limits on their child's amount of media use (television
- viewing, video game playing, and computer use)
- attending parent/teacher conferences and maintaining contact with the teacher and/or principal if their child is having trouble in school
- staying informed about their child's education and communicating with the school by promptly reading all notices from the school and the school district and responding as appropriate

- volunteering in their child's classroom and/or school if available or applicable following guidelines set forth in Roosevelt's Student Handbook
- supporting the Livonia Public Schools community with character elements and respectful interactions at home

**We will count on students of Roosevelt Elementary School to:**

- come to school ready to learn, work hard, and never give up.
- bring necessary materials, completed assignments/ homework to school know and follow school and classroom rules
- be responsible for following the guidelines set forth in Roosevelt's Student Handbook communicate regularly with their families and teachers about school experiences so that they
- can help them be successful in school
- follow their family's rules for TV watching, video game playing, and computer use study or read after school every day for 20 minutes
- practice and use the Livonia Public Schools Community With Character elements and respectful Interactions at home and school

## **SCHOOL PROFILE**

Roosevelt Elementary is located at 30200 Lyndon in Livonia, MI 48154. We are a neighborhood school that is dedicated to providing a quality education all of our students. Roosevelt Elementary is comprised of approximately 410 students in grades K-4. Roosevelt is also home to the Roosevelt Autism Spectrum Disorder (ASD) preschool and kindergarten program. In addition to Roosevelt's professional teaching staff, we have a media specialist and other professional support staff, including a school psychologist, school social worker, Elementary Support Teachers (2), Title I interventionist (1), speech and language therapists, a resource classroom teacher, a teacher-consultant, and outreach, occupational and physical therapist, and homebound or hospitalized services. Custodians, secretaries, paraprofessionals, and lunchroom personnel assist in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students. We have classroom teachers and additional support staff who are specially trained to meet every CHILD'S UNIQUE LEARNING NEEDS.

- The Roosevelt community is committed to the development of life-long learners who will become independent, responsible citizens.
- The Roosevelt community exhibits respect for our diverse learning population with developmentally appropriate academic expectations.
- The Roosevelt staff will provide a safe, nurturing and respectful environment where all students can grow to reflective and inquisitive learners.

Our mission will be achieved through the cooperative efforts of families, community members, and school personnel.

At Roosevelt Elementary your child will receive a quality education. Our highly qualified staff and our active Roosevelt Parent Teacher Association (PTA) have the best interest of your

child always in mind! We encourage you to visit Roosevelt to see our amazing students, staff, and school! A member of our staff will provide a guided tour upon request. For more information, please take time to visit our website or give us a call at 734-744-2775 if you would like more information!

## ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Roosevelt 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 Roosevelt 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.

Our building's school improvement team established these goals for 2022-2025:

**Reading Goal: *All students at Roosevelt Elementary will be proficient in the standard Literacy Reading 1.***

Roosevelt Elementary will see a 3% annual increase in mastery of informational comprehension per the IReady window 4 diagnostic over the next 3 years. This year's mastery was at 56%. Next year we are aiming for 59% mastery.

**Math Goal: *All students at Roosevelt will be proficient in making sense of math problems and persevere in solving them.***

Roosevelt Elementary will see a 3% annual increase in overall mastery of mathematics per the IReady window 4 diagnostic over the next 3 years. This year's mastery was 66%. Next year we are aiming for 69%.

**Writing Goal: *All students at Roosevelt Elementary will be proficient in the Standard Literacy Writing 2***

Roosevelt Elementary will see a 3% annual increase in overall mastery of informational writing per the informational writing prompt over the next 3 years. This year our school had a 52% mastery rate, so next year we are aiming for 55%.

Our building's school improvement team established these goals for 2021-2022:

1. All students at Roosevelt Elementary will become proficient writers as defined by the Common Core State Standards.
2. All students at Roosevelt Elementary will become proficient in math as defined by the Common Core State Standards.
3. All students at Roosevelt Elementary will be proficient in reading as defined by the Common Core State Standards.

The Livonia Public Schools School District has had its District Level accreditation through COGNIA. Through the district accreditation process, Roosevelt 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 Roosevelt 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
Roosevelt	89.6%	88.3%	96.1%
District	93.2%	84.6%	95.2%
Spring 2022	Letter Identification	Letter Sounds	Rhyme
Roosevelt	87.2%	89.4%	91.3%
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
Roosevelt	75.9%	53.4%	57.5%	77.3%	49.2%
District	67.3%	60.3%	72.4%	74.6%	72.5%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roosevelt	54%	64%	66%	80%	54%
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
Roosevelt	74%	41.4%	41.3%	45.5%	44.6%
District	67%	55%	50%	52%	42%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade4
Roosevelt	54%	55%	39%	32%	31%
District	56%	57%	39%	43%	45%

### **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.

<b>i-READY Mathematics</b>					
<b>Percent of Students Mid or Above Grade Level</b>					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roosevelt	70.7%	53.4%	38.4%	41.0%	45.5%
District	66%	60%	43%	47%	45%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade4
Roosevelt	61%	61%	37%	40%	47%
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. Roosevelt Elementary has a high degree of parental involvement as evidenced by our Curriculum Night, Parent-Teacher Conferences, and PTA participation. During the 2021-2022 school year, 410 parents (95%) attended virtual Parent-Teacher conferences. During the 2020-2021 school year, 108 parents (24%) attended virtual Parent-Teacher conferences and 264 (66%) of our parents attended in person Parent-Teacher conferences. Overall, 99% of our 372 parents attended the fall 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 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 - Roosevelt](#) will take you to the reports provided by the Michigan Department of Education for Roosevelt Elementary School.