

# Roosevelt Elementary School

[livoniapublicschools.org/roosevelt](http://livoniapublicschools.org/roosevelt)



## 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



30200 Lyndon  
Livonia, MI 48154  
734-744-2775

---

William Green, 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 Roosevelt Elementary School students based on 2018-19 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, William Green, Principal of Roosevelt Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://roosevelt.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 2018-19 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 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, Roosevelt School has identified underperforming subgroups of students, which includes students with disabilities and economically disadvantaged students. 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 will continue 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 bottom 30% of students 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.

Sincerely,

William Green, 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:(734)744-2501) . 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:(734)744-2524).

---

## 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.

## ROOSEVELT ELEMENTARY SCHOOL COMPACT

A compact is a written statement outlining the partnership schools and families have for helping students achieve. The staff, families and students of Roosevelt Elementary share the responsibility of high academic achievement for each student.

### ***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 400 students in grades preK-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, an Elementary Support Teacher(1.5), Title I interventionist (.5), 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. We are an AdvancED Accredited school with a highly qualified staff that envisions a school where all students will experience early learning success.

- 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!

***State law requires that we report the following additional 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 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 an analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our building's school improvement team established these goals for 2019-20:

1. All students at Roosevelt Elementary will be proficient in making sense of math problems and persevering in solving them.
2. All students at Roosevelt Elementary will become proficient in the standard Literacy Reading 1.
3. All students at Roosevelt Elementary will become proficient in the standard Literacy Writing 2.
4. All students will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.

All students at Roosevelt Elementary School will be proficient in science as defined by the Common Core State Standards.

Our building's school improvement team established these goals for 2018-19:

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.

4. All students at Roosevelt Elementary School will be proficient in science as defined by the Common Core State Standards.
5. All students at Roosevelt Elementary School will become proficient in social studies as defined by the Common Core State Standards.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Roosevelt 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 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 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
Roosevelt	96.1%	98.7%	100.0%
District	95.9%	93.0%	96.2%
Spring 2018	Letter Identification	Letter Sounds	Rhyme
Roosevelt	91.8%	98.4%	98.4%
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
Roosevelt	66.2%	79.1%	85.7%	73.6%	61.3%
District	71.7%	67.6%	81.8%	76.4%	72.2%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roosevelt	77.1%	61.8%	76.8%	74.3%	54.8%
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.

i-READY READING Percent of Students At or Above Grade Level					
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roosevelt	57.0%	58.0%	53.0%	50.0%	28.0%
District	59.0%	56.0%	53.0%	47.0%	39.0%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roosevelt	72.0%	49.0%	55.0%	35.0%	35.0%
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 At 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>
Roosevelt	73.0%	55.0%	49.0%	57.0%	55.0%
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>
Roosevelt	75.0%	53.0%	46.0%	36.0%	56.0%
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. Roosevelt Elementary has a high degree of parental involvement as evidenced by our Curriculum Night, Parent-Teacher Conferences, and PTA participation. During the 2019-2020 school year, 355 parents (96%) attended Parent-Teacher conferences. During the 2018-2019 school year, 367 parents (98%) of our 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.

### **Student Assessment Data**

The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8, 11; science for grades 5, 8, 11; and MI-Access for grades 3 to 11, compared to state averages for all students as well as subgroups of students.

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