

Rosedale Elementary School

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2019-2020 Annual Education Report

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Paula Kohler, 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 Rosedale 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, Paula Kohler, Principal of Rosedale Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://rosedale.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. 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, Rosedale has in place is a multi-tiered system of support, including the use of research-based interventions, such as Leveled Literacy Intervention and iReady Reading Instruction. 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 levels in meeting both the school's and the state's proficiency targets, thereby closing learning gaps including those of the bottom 30% of our performers.

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,
Paula Kohler
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

We're building a better world one student at a time.

VISION

Promote academic achievement for all students
By providing quality instruction, setting high expectations,
Encouraging community involvement,
And developing personal responsibility and mutual respect
In a safe, caring environment.

SCHOOL PROFILE

Rosedale Elementary School serves 285 students in grades K-4. The principal of Rosedale Elementary School is Paula Kohler, and there are 12 professional teaching staff members and a media specialist.

In addition, there are the following professional support staff: school psychologist, school social worker, Elementary Support Teacher (1.5), speech and language therapist, resource classroom teacher, Title I paraprofessionals (2), 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, secretary (1.2), a kindergarten paraprofessional (0.5), and lunchroom personnel.

Rosedale Elementary Schools was designated as a Targeted Assistance Title I school for the 2018-2019 and 2019-2020 school year.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Rosedale 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 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.

Goals for 2018-2019:

- All students at Rosedale Elementary will become proficient in mathematics.
- All students at Rosedale elementary will become proficient in reading.
- All students at Rosedale Elementary will become proficient writers.
- All students at Rosedale Elementary will become proficient in science.
- All students at Rosedale Elementary will experience a positive, safe and welcoming environment where both students and adults respect and value one another.

Goals for 2019-2020:

- All students at Rosedale Elementary will become proficient in mathematics.
 - Objective: 3% increase in overall placement of students in math on the iReady assessment.
 - Achievement: Spring 2018 iReady, overall 55% scored at/above grade level. Spring 2019 iReady, overall 52% scored as at/above grade level in math.
 - Activities: Implement EDM and the Priority Standards, use various strategies to promote problem solving, use authentic formative assessments, analyze iReady diagnostic data, utilize iPads and Chromebooks, provide extended day opportunities, and develop a Math Performance Task.
- All students at Rosedale elementary will become proficient in reading.
 - Objective: 5% increase of all students in reading as measured by the MSTEP and iReady assessments.
 - Achievement: Spring 2018 iReady, overall 47% scored at/above grade level. Spring 2019 iReady, overall 54% scored as at/above grade level in math. Spring 2019 MSTEP Reading: 3rd gr ELA, 70.6% met standards. 4th gr ELA, 39.6% met standards.
 - Activities: Implement small group reading instruction using Literacy Footprints and implement the Priority Standards, teachers study and use the Essential Practices, implement Content Integrated Units of Study, support personnel will implement interventions, analyze iReady diagnostic data, utilize iPads and Chromebooks, provide extended day opportunities, and staff will use Feedback from 5D work.
- All students at Rosedale Elementary will become proficient writers.
 - Objective: 5% overall increase in students demonstrating proficiency on the school-wide Writing Performance Task.
 - Achievement: 2019-2020 is the first year of implementation. Scores will be collected in the spring of 2020.

- Activities: Implement Content Integrated Units of Study, support personnel providing assistance, and students will answer essential questions using evidence from texts.
- All students at Rosedale Elementary will experience a positive, safe and welcoming environment where both students and adults respect and value one another.
 - Objective: 80% of all students will demonstrate proficiency with adult and peer interactions as measured by the AdvancEd Student Climate Survey.
 - Achievement: Spring 2018, 86% of our students reported their teacher as honest, 84% reported their teacher as fun, 86% reported their teacher as caring, 80% reported that they are happy at school.
 - Activities: Classroom Meetings, focus on Culture section of the 5D Rubric, weekly Character Trait all-school assemblies.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Rosedale 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.

CORE CURRICULUM

The core curriculum at Rosedale 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
Rosedale	96.0%	86.0%	90.0%
District	95.9%	93.0%	96.2%
Spring 2018	Letter Identification	Letter Sounds	Rhyme
Rosedale	67.2%	88.1%	91.0%
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
Rosedale	58.0%	56.8%	73.7%	70.6%	65.3%
District	71.7%	67.6%	81.8%	76.4%	72.2%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rosedale	51.3%	42.6%	76.0%	70.5%	76.0%
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
Rosedale	56.0%	60.0%	71.0%	58.0%	29.0%
District	59.0%	56.0%	53.0%	47.0%	39.0%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rosedale	49.0%	54.0%	61.0%	44.0%	28.0%

District	58.0%	55.0%	48.0%	43.0%	36.0%
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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.

i-READY MATHEMATICS					
Percent of Students At or Above Grade Level					
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rosedale	66.0%	51.0%	58.0%	50.0%	38.0%
District	63.0%	55.0%	49.0%	47.0%	52.0%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rosedale	55.0%	50.0%	53.0%	56.0%	63.0%
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. Rosedale Elementary has a high degree of parental involvement.

- 95% (271/285) of our families attended parent-teacher conferences during 2019-2020.
- 98.5% (272/276) of our families attended parent-teacher conferences during 2018-2019
- 96% (268/279) of our families attended parent-teacher conferences during 2017-2018

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/2HeA014> will take you to the reports provided by the Michigan Department of Education for Rosedale Elementary School.