

# Cleveland Elementary School

<http://livoniapublicschools.org/cleveland>



## 2020-2021 Annual Education Report

---

### BOARD OF EDUCATION 2020-2021

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

---

Andrea L. Oquist,  
Superintendent



28030 Cathedral  
Livonia, MI 48150  
734-744-2700

---

Rob Witherspoon, Principal



January 29, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Cleveland Elementary School students based on 2019-2020 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 Rob Witherspoon, Principal of Cleveland Elementary School, for assistance.

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

For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). 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, Cleveland Elementary has a growing economically disadvantaged population of students that struggle to meet grade level expectations. This subgroup is heavily represented in our bottom 30% of students. In order to address these challenges, we have an extensive support system in place made up of classroom interventions, Title I support, and a Multi-Tiered Support System.

Our school has identified underperforming subgroups of students, including: economically disadvantaged students, 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 the 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 target.

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,

Rob Witherspoon  
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

The Cleveland Elementary School Community is dedicated to meeting the individual needs of every child every day with desire, dedication, and determination.

## Vision

The Cleveland Elementary School community believes that it is our responsibility to foster the development of independent life-long learners in a safe nurturing environment. The collaboration within our learning community will provide educational and social opportunities that will instill the desire for students to achieve learning goals. We are dedicated to the success of every child every day as we provide students with authentic learning that will prepare students for a diverse world. The Cleveland community will stand determined that every child, regardless of ability, socio-economic status, or family dynamics will be afforded the opportunity for educational success and a passion for life-long learning.

## Cleveland Priorities

1. **Safety** – Staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all.
2. **Climate** – Staff and students will promote a school environment that is both positive and supportive.
3. **Expectations** – Staff and students will work together to foster a growth mindset and apply expectations that are continually discussed, modeled and practiced.
4. **Authentic Learning** – Staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness.

- 5. Focused Goals and Curriculum** – Staff and students will focus on prioritized standards that encourage deep understanding and application of higher-level skills in context.

## **SCHOOL PROFILE**

Cleveland Elementary School serves 456 students in grades K-4. The principal of Cleveland Elementary School is Rob Witherspoon, and there are 22 professional teaching staff members, a media specialist, music teacher, art teacher, and physical education teacher.

In addition, there are the following professional support staff members: 2 Elementary Support Teachers, school psychologist, school social worker, speech and language therapist, resource classroom teacher, Instructional Coach, teacher consultant outreach, occupational and physical therapist, Title 1 support staff, as well as homebound or hospitalized services.

We strive to keep the building operating in an organized manner. In order to make this happen we have custodians, secretaries, paraprofessionals, and lunchroom personnel who keep the building clean, serve nutritious food, and help the teachers/students.

***State law requires that we report the following additional information.***

## **ASSIGNING PUPILS TO THE SCHOOL**

All students are assigned to Cleveland 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 2019-2020 and 2020-2021:**

1. All students will be proficient readers of grade level content.
2. All students will be proficient writers in all content areas.
3. All students will be proficient in Mathematics.
4. All students will experience a positive, safe and welcoming environment, where both students and adults respect and value one another.
5. All students will be proficient in Science.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Cleveland 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 Cleveland 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 2020	Letter Identification	Letter Sounds	Rhyme
Cleveland District	No assesment due to CoVID-19		
Spring 2019	Letter Identification	Letter Sounds	Rhyme
Cleveland	92.0%	86.0%	94.0%
District	95.9%	93.0%	96.2%

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.

<b>FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS</b>					
<b>GRADES K-4</b>					
<b>Percent of Students that Performed At or Above Grade Level</b>					
<b>Spring 2020</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Cleveland District	No assessment due to CoVID-19				
<b>Spring 2019</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Cleveland	32.0%	46.7%	76.1%	72.4%	64.8%
District	71.7%	67.6%	81.8%	76.4%	72.2%

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 At or Above Grade Level</b>					
<b>Spring 2020</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Cleveland District	No assessment due to CoVID-19				
<b>Spring 2019</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Cleveland	39.0%	36.0%	38.0%	30.0%	30.0%
District	59.0%	56.0%	53.0%	47.0%	39.0%

**DISTRICT MATHEMATICS ASSESSMENTS**

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the 2016-17 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 2020</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Cleveland District	No assessment due to CoVID-19				
<b>Spring 2019</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
Cleveland	40.0%	39.0%	34.0%	36.0%	38.0%
District	63.0%	55.0%	49.0%	47.0%	52.0%

## **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. Cleveland Elementary has a high degree of parental involvement as 94% of our parents attended parent-teacher conferences during the 2020-2021 school year and 99% of our parents attended parent- teacher conferences during the 2019-20 school year. Our Open House attendance was 71%, and our PTA membership is 54%.

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