

Randolph Elementary School

www.livoniapublicschools.org/randolph



2020-2021 Annual Education Report



BOARD OF EDUCATION 2020-2021

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14470 Norman
Livonia, MI 48154
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Mike Daraskavich, 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 Randolph 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 Mike Daraskavich, Principal of Randolph Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://randolph.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. 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, key challenges for our school include addressing the specific academic needs of students with disabilities, economically disadvantaged students and English Language Learners. Data trends indicate that of these underperforming subgroups, students with disabilities manifest the largest achievement gaps and hence we are providing additional interventions and supports so as to increase their proficiency and close the achievement gaps in the targeted areas.

In place is a multi-tiered system of support implemented and monitored by our building's Student Achievement Team. This intervention system includes the use of the research-based interventions, such as the Leveled Literacy Intervention (LLI) program. In addition, ongoing professional development and staff dialogue focusing on instructional strategies to support struggling learners takes place regularly within and across all grade levels. Randolph staff also engages in ongoing analysis of formative and summative assessments to determine the needs of all students, followed by the provision of targeted learning interventions for all subgroups of students in need of these supports.

This school year Randolph Elementary completed the seventh year of implementing 'The Leader in Me' process where students are taught and practice the personal leadership and life skills of the 7 Habits of Highly Effective People. A component of this program involves students tracking their academic progress in core content areas, setting personal achievement goals, self-assessment and then monitoring their progress towards these goals. The Randolph staff integrated the PBIS philosophy as well to teach routines and procedures. We have a school-wide behavior matrix that guides our decisions that is a blend of the Leader in Me and PBIS philosophies.

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,

Mike Daraskavich
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

Randolph Roadrunners do our BEST to Learn and Lead!

Be Safe

Expect Responsible Behavior

Show Respect

Teamwork



BEST in Learning! BEST for Life!

BELIEFS

Our school is an inviting, nurturing, safe learning environment where its members respectfully collaborate and motivate each other to learn, lead and inspire.

Revised June 29, 2015

SCHOOL PROFILE

Randolph Elementary School serves 465 students in grades K-4. We have 435 general education students and Randolph houses a local Resource Room Center program composed of 45 students. The principal of Randolph Elementary School is Mike Daraskavich. There are 30 professional teaching staff members (including music, art and PE) and a media specialist.

In addition, there is the following professional support staff: school psychologist, school social worker, Elementary Support Teacher (E.S.T.), 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 Randolph 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.

School Improvement Goals for 2019-2020:

- All students at Randolph Elementary School will become proficient writers in all the content areas.
- All students at Randolph Elementary School will become proficient in math.
- All students at Randolph Elementary School will become proficient readers of grade level content.
- All students will be proficient in science.

School Improvement Goals for 2020-2021:

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- 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, Randolph 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 Randolph 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
Randolph	No assessment		
District	due to CoVID-19		
Spring 2019	Letter Identification	Letter Sounds	Rhyme
Randolph	98.3%	99.2%	97.5%
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.

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS					
GRADES 1-4					
Percent of Students that Performed At or Above Grade Level					
Spring 2020	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Randolph	No assesment				
District	due to CoVID-19				
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Randolph	87.4%	57.1%	83.7%	79.3%	70.5%
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.

i-READY READING					
Percent of Students At or Above Grade Level					
Spring 2020	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Randolph	No assesment				
District	due to CoVID-19				
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Randolph	53.0%	43.0%	34.0%	33.0%	25.0%
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 2015-2016 school year using 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 2020	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Randolph	No assessment				
District	due to CoVID-19				
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Randolph	55.0%	42.0%	33.0%	42.0%	35.0%
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. Randolph Elementary has a high degree of parental involvement 94% of our parents attended or participated in a parent-teacher conference during 2020-2021 and 92% during 2019-2020. Our Open House attendance was approximately 75% in 2019, and our PTA membership is 100% for staff and 36% for families.

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/2HeQuq2> will take you to the reports provided by the Michigan Department of Education for Randolph Elementary School.