

Livonia Public Schools

Jackson Early Childhood Center

2022-2023 Annual Education Report



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LIVONIA PUBLIC SCHOOLS

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February 1, 2024

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 Jackson Early Childhood Center students based on 2022-2023 assessment results. The AER addresses the complex reporting information required by federal law and some 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 Katie Dodge, Principal of Jackson Early Childhood Center, for assistance.

The AER is available for you to review electronically by visiting the following web site [Jackson Website](#) or you may review a copy by contacting the Jackson Early Childhood Center office.

For the 2020-2021 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, our school has identified underperforming subgroups of students, including economically disadvantaged students and students with disabilities, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

All students in early childhood programs need to make progress in early literacy, numeracy and social/ emotional/behavioral growth. Through the use of skills assessment checklists at regular intervals, data will be collected that assists teaching teams in providing targeted instruction for students and will provide a rubric by which teachers can make instructional decisions in the moment, based on student responsiveness.

Key challenges for our school include meeting the social, emotional and academic needs of 2-, 3-, 4-, and 5-year-olds. Progress with early literacy, numeracy, and social-emotional skills are important goals for all students. As we set goals for our youngest students, skill assessment checklists will provide a more cohesive and foundational approach to early learning. As we

establish baseline data determine what assistance students need in relation to additional supports and interventions, we will be able to put the supports in place that are tailored to the development and age of our students. These initiatives are intended to accelerate the student achievement of subgroups 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 overall growth in pre-literacy, pre-numeracy and social-emotional skills.

Sincerely,

Katie Dodge, Ph.D.,

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

Working together with families and the community, we inspire all children to be respectful, confident, successful learners in a developmentally appropriate safe and nurturing environment.

SCHOOL PROFILE

Our Early Learning Centers serves 565 students ages 0-5 years old. Included in the 110 staff are the principal, program supervisor, general education classroom teachers, child development assistants, special education classroom teachers and paraprofessionals, teachers of speech and language, Early On providers, special education teacher consultants, School Aged Childcare program supervisor, and a team leader. Additionally, there are two school psychologists, two school social workers, an orientation and mobility specialist, a teacher of the visually impaired, a teacher of the deaf and hard of hearing, three occupational therapists, and two physical therapists.

Assisting all of us in keeping our school operating in an organized and efficient manner, keeping the building clean, serving nutritious food, and helping teachers and students are three custodians, three secretaries, and a kitchen assistant.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Jackson Early Childhood through different avenues. Students attending our Young 5's programs are kindergarten eligible students with late birthdays (July 1-September 1). Parents choose to register their students for Young 5's instead of kindergarten. Some parents complete a waiver so their child can attend Young 5's with a birthday through December 1. Students in our Early Childhood Program, Preschool Inclusion, Speech classes (Talk it Up, Play and Say, Drop-in speech), and Early On are eligible for services through an Individual Education Plan (IEP or an Individual Family Service Plan (IFSP). Students attending Preschool Enrichment or Childcare programs are registered by the parents who choose to enroll in these programs and pay for the service.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student data led the Jackson staff to focus our improvement efforts on the fundamental areas of development of social-emotional learning, pre-reading and pre- numeracy skills.

2022-25 School Improvement Goal/s:

As a three year goal, once we gain our baseline data we will look to improve that score by 5% each year:

- All students in Young 5's classrooms will be able to retell 3 important details that they have heard from written materials (stories/books).
- All students in 4 year old preschool and ECP classrooms will be able to retell 3 important details with visual prompts (out of a field of 3)

As a three year goal, in each subsequent year, we will add one letter to the middle and end of year goals.

- All students in Young 5's classrooms will be able to produce the letter sound when shown an uppercase letter for at least 16 of 26 (60%) letters.
- By the end of the year, students in 4 year old preschool and ECP classrooms will be able to identify 16 of 26 (60%) uppercase letters.

As a three year goal, we will increase the one-to-one correspondence expectations by two each year.

- All students in Young 5's classrooms will be able to use one-to-one correspondence to count objects from one to thirteen.
- All students in 4 year old preschool and ECP classrooms will be able to use one-to-one correspondence to count objects from one to ten.

As a three year goal, we will increase the number by two each year.

- All students in Young 5's, 4 year old preschool and ECP classrooms will subitize from 1-6 using a model.

Social Emotional Goal

- End 3yo PK/ECP: 100% of Preschool students will independently identify 2 feelings/emotions when given pictures of faces displaying (happy, sad).
- End 4yo PK/ECP: 100% of students will independently identify 3 feelings/emotions when given pictures of faces displaying (happy, sad, angry).
- End Y5: 100% of students will independently identify 5 feelings/emotions when given pictures of faces displaying (happy, sad, angry, silly, calm).

The Livonia Public Schools School District has had its District Level accreditation through COGNIA. Through the district accreditation process, in addition, Jackson Center Early Childhood School also received accreditation in 2018. 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.

CORE CURRICULUM

The core curriculum at Jackson Early Childhood Center provides learning experiences in pre-reading, pre-numeracy, and social-emotional development. The core curriculum is based on the Michigan Pre-K Standards of Quality from the Michigan Department of Education.

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 Pre-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

The following tables, show the results of local testing for our preschool students. Students are assessed using district created benchmark assessments.

DISTRICT LITERACY ASSESSMENTS

Students in preschool 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

PRE-LITERACY BENCHMARK ASSESSMENT			
2021-2022	Baseline letter	Mid-Year Letter	% growth from Mid
	Upper/Lower	Upper/Lower	
Young Fives	83%	91%	8%
GE (4)s	69%	82%	13%
2022-2023	Retelling	Retelling	% growth from Mid
	2 details	3 details	Criteria for Mastery Changed
Young Fives	71%	63%	0%
GE (4)s	73%	48%	0%

Social Emotional Self Regulation BENCHMARK ASSESSMENT			
2021-2022	Baseline	Mid Year	% growth from Mid
Young Fives	55%	100%	45%
GE (4)s	100%	100%	0%

PRE-NUMERACY BENCHMARK ASSESSMENT			
2021-2022	Baseline to 10	Mid Year to 10	% growth from Mid
Young Fives	87%	99%	12%
GE (4)s	88%	100%	12%
2022-2023	1:1 Correspondence to 8 or 5 respectively	1:1 Correspondence to 13 and 10 respectively	% growth from Mid
Young Fives	100%	95%	Criteria for Mastery Changed
GE (4)s	83%	70%	Criteria for Mastery Changed

PARENT TEACHER CONFERENCES

During the 2022-2023 school year, 80% of parents attended Parent Teacher Conferences. During the 2023-24 school year, 91% of parents (172 of 188 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 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.

The link [MI School Data Jackson Center](#) will take you to the reports provided by the Michigan Department of Education for Jackson Early Childhood Center.