

Livonia Public Schools

Cooper Upper Elementary



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2023-2024 Annual Education Report



Cooper Upper Elementary School

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Rob Witherspoon, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 education process for Cooper Upper Elementary School. The AER addresses the complex reporting information required by federal law and 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 Cooper Upper Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Cooper Website](#) or you may review a copy by contacting Cooper Upper Elementary School office.

For the 2023-2024 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-2023. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of those 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 for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas.

To accelerate student achievement, Cooper Upper Elementary has put in place a multi-tiered system of support that provides supplemental instruction to our most at-risk students through Title I Literacy and Math support groups throughout the school year, which also includes dedicated time for small group instruction and RTI time. Students are also provided with social-emotional support through daily interventions (Lunch Bunch, Targeted SEL interventions, Restorative Practices, Monthly Positive Behavior Assemblies, etc). In addition, we will be addressing the achievement gap for our economically disadvantaged students by consistently providing all students a Guaranteed and Viable Curriculum which

includes a focus on the Priority Standards. Teachers will engage in the PLC process which includes the analysis of common and formative assessments to determine how to best meet the individual needs, academically and/or social emotionally, of all students. Our intent is to take a close examination of our instructional practices (using formative assessment and the development of strong learning targets/success criteria) and Tier I instruction while continuously using student achievement data to provide the right fit interventions and enrichment opportunities to improve the academic achievement of all students.

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 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 as evidenced by the steady reduction of students on Individualized Reading Intervention Plans.

Sincerely,

Rob Witherspoon,
Cooper 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

Empower-Achieve-Succeed

VISION

We strive to provide a safe environment where students feel empowered to take risk learning and achieve their personal best. We will provide students with knowledge, skills, and strategies necessary to become positive contributors to our community.

SCHOOL PROFILE

Cooper Upper Elementary School serves 668 students in grades 5 and 6. The principal of Cooper Upper Elementary School is Rob Witherspoon, and the assistant principal is Cindy Pierson. There are 27 classroom teachers, 4 resource room teachers, 1 Physical Education educator, 1 Music educator, 1 Art educator, 1 Library Media Specialist, 1 Learning Specialist, 1 Title I Interventionist and 2 Title I Paraprofessionals. Cooper also has a professional diagnostic staff to provide student support which includes a school Psychologist, Social Worker, Speech and Language Therapist and 2 Elementary Student Assistance Providers.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Cooper Upper Elementary School based on eligibility criteria identified for entry into each program. Grades 1-6 students reside in the Livonia Public School district, as well as other Wayne County districts. Students in the Primary/Intermediate program reside in one of 13 local districts in the northwest and southwest regions.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Cooper Upper Elementary Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Our goals for the 2022-25 school year are:

1. All students will read, comprehend, and draw inferences from the text; students will be able to explain their understanding of the text verbally, written or through other performance tasks.
2. All students will effectively quote from the text using facts and details to write informative and opinion pieces.
3. All students will solve real world math problems within all mathematical operations.
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 demonstrate proficiency ineffectively integrating knowledge and skills across multiple disciplines.

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 Cooper Upper Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music, library/research skills and enrichment activities. The core curriculum is based on 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

The following tables show the results of local testing for the district. Students are assessed using district created benchmark assessments, I Ready Diagnostic Assessment and the Cognitive Ability Test (CogAT®).

DISTRICT LITERACY ASSESSMENTS

The following charts show the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year. This diagnostic is administered three times a year in reading and math.

i-READY READING		
Percent of Students Mid or Above Grade Level		
Spring 2023	Grade 5	Grade 6
Cooper	14%	26%
District	38%	26%
Spring 2022	Grade 5	Grade 6
Cooper	15%	26%
District	26%	36%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics		
Percent of Students Mid or Above Grade Level		
Spring 2023	Grade 5	Grade 6
Cooper	23%	12%
District	38%	26%
Spring 2022	Grade 5	Grade 6
Cooper	15%	10%
District	31%	26%

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT®) from Riverside Publishing is administered to sixth grade

students. CogAT® is a nationally normed test and is generally considered an aptitude test.

CogAT - GRADE 6 Average Age Percentiles				
2022-2023	Verbal	Quantitative	Nonverbal	Composite
Cooper	42%	44%	53%	45%
District	54%	57%	62%	58%
2021-2022	Verbal	Quantitative	Nonverbal	Composite
Cooper	44%	44%	52%	46%
District	55%	58%	64%	61%

PARENT TEACHER CONFERENCES

One of the most important factors in success in school for a child is the involvement of the parent or guardian in the educational process. During the 2023-2024 fall conferences, 94% of our families attended. Of that 94%, 4% of our parents chose to attend virtual. During the 2022-23 school year parents also had the option to attend conferences in person or virtually. 89% of families attended conferences during 2022-2023.

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.

This link: [MiSchool Data - Cooper](#) will take you to the reports provided by the Michigan Department of Education for Cooper Upper Elementary School.