

Livonia Public Schools

Cleveland Elementary

2024-2025 Annual Education Report



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Cleveland Elementary School

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**Dr. Shalonda Owens,
Principal**



LIVONIA PUBLIC SCHOOLS

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February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 education process for Cleveland 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 Shalonda Owens, Principal of Cleveland Elementary, for assistance.

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

For the 2024-2025 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 2023-2024. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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 targeted areas.

To accelerate student achievement, Cleveland 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 support groups throughout the school year. This includes the use of research-based interventions targeting specific students with specific needs. Kindergarten, first and second grade teachers have been trained and have implemented Orton-Gillingham, a multisensory phonic technique for remedial reading instruction. Third and fourth grade teachers are being trained in Morphology which is an extension of Orton-Gillingham. All teachers are using integrated units of study that will incorporate reading, writing, science and social studies. Teachers also engage in the PLC process which included the analysis of common assessments to determine how to best meet the academic needs of all students. Our intent is to take a close examination of our instructional practices and Tier I instruction while continuously using student achievement data to provide the timely interventions and enrichment opportunities to improve the academic achievement of all students. These initiatives are intended to accelerate the student achievement of Cleveland 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,

Dr. Owens
Cleveland 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:(734)744-2501). 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:(734)744-2524).

MISSION STATEMENT

Every Child, Every Day

VISION

The Cleveland Elementary School community is dedicated to the success of all students. We will provide our students with a safe and nurturing environment to promote student learning and growing each day. Cleveland students will be immersed in real life learning experiences to help foster their growth to become independent learners and responsible citizens. We will collaborate with each other, parents, and the community to ensure success for all of our students.

SCHOOL PROFILE

Cleveland Elementary School serves 402 students in grades K-4. The principal of Cleveland Elementary School is Dr. Shalonda Owens, and there are 18 professional teaching staff members, a media specialist, music teacher, art teacher, project lead the way, and physical education teacher.

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

We strive to keep the building operating in an organized manner. 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.

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 through the school of choice program.

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 Cleveland 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.

Goals for 2022-2025:

1. Based on Cleveland's student data in reading for the 2021-2022 school year at both the state and local levels, our school improvement goal is to have 75% of our third and fourth grade students meeting grade level reading proficiencies on both MSTEP and IREADY by 6/7/2025.
2. Based on Cleveland's student data in writing for the 2021-2022 school year at both the state and local levels, our school improvement goal is to have 70% of our third and fourth grade students meeting grade level reading proficiencies on both MSTEP and IREADY by 6/7/2025.
3. Based on Cleveland's student data in mathematics for the 2021-2022 school year at both the state and local levels, our school improvement goal is to have 50% of our third and fourth grade students meeting grade level mathematics proficiencies on both MSTEP and IREADY by 6/7/2025.
4. All students will experience a positive, safe and welcoming environment, where both students and adults respect and value one another.

Goals for 2021-2022 and 2020-2021

1. All students will be proficient readers of grade level content.
2. All students will be proficient writers in all context 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.

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 and a Great Start Readiness Program (GSRP) are operated at the Livonia Early Childhood Center, and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood 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 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 Michigan Department of Education Common Core State Standards for Mathematics and English Language Arts, the State of Michigan Social Studies Standards and the Next Generation Science Standards.

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:

1. Respect self, others, and the environment.
2. Communicate effectively.
3. Know how to learn and work productively.
4. Acquire and process information.
5. Use critical and creative thinking to make decisions and solve problems.
6. Work and participate independently and cooperatively.
7. 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, running records and I Ready Diagnostic Assessment.

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 2024	Letter Identification	Letter Sounds	Rhyme
Cleveland	81.9%	44.6%	
District	94.6%	67.9%	
Spring 2023	Letter Identification	Letter Sounds	Rhyme
Cleveland	94%	93%	88%
District	90%	88.5%	73.5%

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. Students in grades 1-4 are assessed multiple times each year. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

RUNNING RECORDS ASSESSMENTS					
GRADES K-4					
Percent of students that Performed At or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	27.7%	47%	48.2%	61.4%	58%
District	63.7%	66.8%	75.9%	75.4%	69%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	30%	48.9%	60.6%	74.3%	70.1%
District	68.1%	67.8%	76%	72.5%	72.6%

The following chart shows 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.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY READING					
Percent of Students Mid or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	47%	48%	43%	39%	22%

District	62%	59%	55%	49%	38%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	35%	35%	44%	31%	26%
District	61%	57%	54%	46%	39%

DISTRICT MATHEMATICS ASSESSMENTS

The following chart shows 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.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY Mathematics					
Percent of Students Mid or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	45%	44%	22%	39%	21%
District	58%	54%	40%	45%	48%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	26%	31%	38%	25%	23%
District	53%	51%	42%	45%	44%

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 (400 out of 407 families) during the 2023-24 school year and 89% of our parents attended parent- teacher conferences during the 2024-25 school year. Our Open House attendance was 89%. (362 of 407 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 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-Cleveland](#) will take you to the reports provided by the Michigan Department of Education for Cleveland Elementary School.