

Livonia Public Schools

Rosedale Elementary



BOARD OF EDUCATION 2024-2025

Karen Bradford, President
Crystal Frank, Vice President
Madeline Acosta, Secretary
Colleen Burton, Trustee
Mark Johnson, Trustee
Liz Jarvis, Trustee
Dave MacFarland, Trustee

Andrea L. Oquist
Superintendent

2024-2025 Annual Education Report



Rosedale Elementary School

36651 Ann Arbor Trail

Livonia, MI 48150

734 744-2800

Ben Hillard, Principal



LIVONIA PUBLIC SCHOOLS

15125 Farmington Road • Livonia • MI • 48154 Phone (734) 744-2500

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 Rosedale 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 Ben Hillard, Principal of Rosedale Elementary, for assistance.

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

Rosedale has in place is a multi-tiered system of support, including the use of research-based interventions, such as Orton Gillingham instruction, Morphology instruction, and i-Ready Reading Instruction. 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 levels in meeting both the school's and the state's proficiency targets, thereby closing learning gaps including those of the bottom 30% of

our performers. Grade level teams meet regularly for PLC sessions and we conduct schoolwide data dives four times a year for Tier I and Tier II reflection and improvement.

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,
Ben Hillard,
Rosedale 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

We're building a better world one student at a time.

VISION

Promote academic achievement for all students by providing quality instruction, setting high expectations, encouraging community involvement, and developing personal responsibility and mutual respect in a safe, caring environment.

VALUES/COLLECTIVE COMMITMENTS

1. We commit to having high expectations for every student.
2. We will develop instruction that differentiates for individual learning styles.
3. We will utilize a variety of instruction, making learning as relevant and hands-on as possible.
4. We will use a Positive Behavior System to encourage safety, kindness, and responsibility.
5. We will use collaboration as grade level teams, as a staff, and as a community to promote student learning.
6. We will help students develop strategies for learning and problem solving.

SCHOOL PROFILE

Rosedale Elementary School serves 311 students in grades Young 5's through 4. The principal of Rosedale Elementary School is Ben Hillard, and there are 17 professional teaching staff members and a media specialist.

In addition, there are the following professional support staff: school psychologist, school social worker, two Elementary Support Teachers, speech and language therapist, resource classroom teacher, one Title I teacher and one paraprofessional, 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, secretary (1.2), (2) part time early education support personnel, (2) special education paraprofessionals, and lunchroom personnel.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Rosedale Elementary based upon attendance, within the geographic boundaries of the school as well as students who transfer in based on seats available.

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 Rosedale Elementary Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and culture/environment. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Goals for 2022-2025:

State Testing Goals: MSTEP ELA and Math

- Rosedale's Proficiency on MSTEP ELA will be no more than 5% below the district average.
- Rosedale's Proficiency on MSTEP Math will be no more than 5% below the district average.
- Rosedale will decrease the gaps between our Economically Disadvantaged (ED) Subgroups compared to Non-Economically Disadvantaged (NED) Subgroups on grade 3 ELA, grade 3 math, grade 4 ELA, and grade 4 Math, by 3% each year.

Local Goals: I Ready Reading and Math

- Over the next two years, K-4 Rosedale students will demonstrate growth to reach at least district average scores of proficiency on the end of year I Ready Math assessment, by spring of 2025. (For the 2022-23 school year, Rosedale is at 39%.)
- Over the next two years, K-4 Rosedale students will maintain or surpass district average scores of proficiency on the end of year I Ready Reading assessment, by spring of 2025. (For the 2022-23 school year, Rosedale is at 49%.)

Local Goal: Math School Improvement Performance Task

- By spring of 2025, 60% of all students will demonstrate a proficiency in making sense of problems and persevere in solving them.

Writing Goal: Building Based Writing Performance Task

- By spring of 2025, 60% of all students will demonstrate a proficiency in Writing Standard 2: Write Informative/Explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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 Rosedale 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.

* There were no district developed assessments given in the spring of 2020 due to CoVID-19. During the spring of 2021 District Assessments were given with various participation rates and some assessments taken by students virtually or in person.

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 |
| Rosedale | 93.9% | 73.5% | |
| District | 94.6% | 67.9% | |
| Spring 2023 | Letter Identification | Letter Sounds | Rhyme |
| Rosedale | 100% | 100% | 89% |
| 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 |
| Rosedale | 70% | 47.4% | 58.5% | 69% | 68.2% |
| District | 63.7% | 66.8% | 75.9% | 75.4% | 69% |
| Spring 2023 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| Rosedale | 37.8% | 68.4% | 58.2% | 76.6% | 77.3% |
| 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 |
| Rosedale | 63% | 58% | 58% | 39% | 40% |
| District | 62% | 59% | 55% | 49% | 38% |
| Spring 2023 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| Rosedale | 39% | 71% | 59% | 45% | 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 |
| Rosedale | 48% | 56% | 31% | 27% | 39% |
| District | 58% | 54% | 40% | 45% | 48% |
| Spring 2023 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| Rosedale | 39% | 55% | 31% | 44% | 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. Rosedale Elementary has a high degree of parental involvement.

- 2024-25: 93% (281/302) of our families attended parent-teacher conferences.
- 2023-24: 93% (259/280) of our families attended parent-teacher conferences

- 2024-25: 70% (211/301) of our families attended Curriculum Night/Open House
- 2023-24: 55% of our families attended Curriculum Night and 72% attended Open House

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-Rosedale](#) will take you to the reports provided by the Michigan Department of Education for Rosedale Elementary School.

