

Livonia Public Schools

Cooper Upper Elementary



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2024-2025 Annual Education Report



Cooper Upper Elementary School

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Rob Witherspoon, 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 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 the Cooper Upper 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 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 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, P.B.I.S initiatives, etc). In addition, we will be addressing the achievement gap for our economically disadvantaged students by consistently providing all students with 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. We

intend 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 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 increase in the achievement levels of our students on the i-Ready Assessments (Reading and Math) as well as the M-STEP.

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:(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

The Cooper Upper Elementary School Community is dedicated to meeting the individual needs of every child, every day with desire, dedication, and determination.

VISION

The Cooper Upper Elementary School community believes that it is our responsibility to foster the development of independent, lifelong learners in a safe nurturing environment. The collaboration within our learning community will provide educational and social opportunities that will instill the desire for students to achieve learning goals. We are dedicated to the success of every child, every day as we provide students with authentic learning that will prepare students for a diverse world. The Cooper community will stand determined that every child, regardless of ability, socio-economic status, or family dynamics will be afforded the opportunity for educational success and a passion for life-long learning.

Cooper Priorities

1. Safety – Staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all.
2. Climate – Staff and students will promote a school environment that is both positive and supportive.
3. Expectations – Staff and students will work together to foster a growth mindset and apply expectations that are continually discussed, modeled, and practiced.
4. Authentic Learning – Staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness.
5. Focused Goals and Curriculum – Staff and students will focus on prioritized standards that encourage deep understanding and application of higher-level skills in context.

SCHOOL PROFILE

Cooper Upper Elementary School serves 638 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 25 classroom teachers, 4 resource room teachers, 1 Physical Education educator, 1 Music educator, 1 Art educator, 1 Library Media Specialist, 1 Project Lead the Way educator (STEAM), and 3 Learning Interventionists. 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:

:

ELA: Increase student proficiency in opinion/argument writing (W.5.1 and W.6.1)

Task: Students will read an article and watch a video that provides evidence and details about both sides of an argument. Students will then generate an essay that address the writing components for the writing anchor 1 standard.

Math: Improve student proficiency in solving complex, multi-step math problems by emphasizing mathematical practices, Common Core State Standards, reasoning, and perseverance.

Task: Students will complete a complex, multi-step problem, providing reasoning for their answers.

Climate-Culture: All students will experience a positive, safe, and welcoming environment where both students and adults respect and value one another.

All students will demonstrate proficiency in effectively 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 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 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 2024	Grade 5	Grade 6
Cooper	28%	26%
District	28%	40%
Spring 2023	Grade 5	Grade 6
Cooper	14%	26%
District	27%	35%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics		
Percent of Students Mid or Above Grade Level		
Spring 2024	Grade 5	Grade 6
Cooper	28%	16%
District	33%	32%
Spring 2023	Grade 5	Grade 6
Cooper	23%	12%
District	38%	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				
2023-2024	Verbal	Quantitative	Nonverbal	Composite
Cooper	43%	48%	54%	48%
District	54%	60%	65%	61%
2022-2023	Verbal	Quantitative	Nonverbal	Composite
Cooper	42%	44%	53%	45%
District	54%	57%	62%	58%

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 2024-2025 fall conferences, 98% of our families attended. Of that 98%, 21% of our parents chose an alternative to an in-person conference (virtual, phone, etc.). During the 2023-2024 fall conferences, 94% of our families attended. Of that 94%, 4% of our parents chose to attend virtually.

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.