Livonia Public Schools

Coolidge Elementary

2025-2026
Annual Education Report



BOARD OF EDUCATION
2025-2026

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

Andrea L. Oquist
Superintendent

Coolidge Elementary School

30500 Curtis

Livonia, MI 48152

734 744-2705

Cindy Pierson, Principal

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

February 1, 2026

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 educational progress for Coolidge Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Cindy Pierson, Principal of Coolidge Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site Coolidge Website or you may review a copy by contacting the Coolidge Elementary School office.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. 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.

Continual improvement in all areas remains a consistent focus at Coolidge Elementary School. Our data continues to show that our M-Step Math/ ELA scores have decreased since 2022. In order to meet the needs of all students, Coolidge Elementary School has a Multi-Tiered System of Support (MTSS) to provide intervention and support services for students who would benefit based on their current performance data. Intentional goal setting and student data use is consistently applied as a lead measure in all classes at Coolidge to identify and capture areas of potential need and growth. Along with goal setting, we are using formative assessments to drive instruction and create groups for targeted instruction. We also have a school-wide focus on teaching vocabulary and utilizing the four steps of problem solving in

Mathematics to increase student engagement and achievement.

School improvement efforts this year continue to focus on reading, mathematics, and increasing the proactive strategies for teaching positive student behavior. We continue to work toward increasing resources for our students and staff in the areas identified and to embed strategies within our ELA instruction.

Lastly, our Coolidge Community is committed to communication with families and using shared interventions which would support student growth at home, in school, and in the community.

State law requires that we also report additional information as found on the following pages.

It is an honor and privilege to be the principal of Coolidge Elementary School. We are committed to our efforts and strive for continuous improvement, while always taking time to celebrate individual achievement.

Sincerely,

Cindy Pierson
Coolidge 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. 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.

MISSION STATEMENT

To educate, challenge and inspire every student to achieve personal success and become a confident contributor to society.

VISION

We promote a passion for learning and a philosophy that puts the needs of children and their education first

VALUES/COLLECTIVE COMMITMENTS (These are our commitments)

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

Coolidge Elementary School serves 501 students in grades K-4. The principal of Coolidge Elementary School is Cindy Pierson, and there are 26 professional teaching staff members.

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, and EL Teacher.

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, secretaries, paraprofessionals and lunchroom personnel.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Coolidge 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 schoolwork cooperatively to improve student achievement. An analysis of student achievement data led Coolidge 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.

2025-2028 goals:

All students at Coolidge Elementary will be proficient in the standard Math Practice 1
80% of all students will demonstrate a proficiency in making sense of problems and persevering in solving them correctly on M-STEP.
All students at Coolidge Elementary will be proficient in the standard Literacy Reading 1
80% of all students will demonstrate a proficiency in reading closely to determine what the text says explicitly to make logical references from it and cite specific textual evidence when writing or speaking to support conclusions drawn from the text in reading, based on the M-STEP.
All students at Coolidge Elementary will be proficient in the standard Literacy Writing 2
80% of all students will demonstrate a proficiency in writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content on our School Improvement Writing Task.
All students at Coolidge Elementary will report that they feel safe at school.

2022-2025 goals:

1. All students at Coolidge Elementary will be proficient in the standard Math Practice 1
2. All students at Coolidge Elementary will be proficient in the standard Literacy Reading 1
3. All students at Coolidge Elementary will be proficient in the standard Literacy Writing 2

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 Coolidge 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 2025	Letter Identification	Letter Sounds
Coolidge	99.5%	94.4%
District	99%	93.1%
Spring 2024	Letter Identification	Letter Sounds
Coolidge	93.2%	62.1%
District	94.6%	67.9%

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 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge		75.8%	85.7%	74.5%	85.5%
District	77.1%	65.6%	73.8%	70.6%	70.7%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	72%	64.4%	77.8%	81.3%	79%
District	63.7%	66.8%	75.9%	75.4%	69%

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 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	76%	75%	57%	49%	46%
District	59.7%	62.3%	54.7%	51%	46.8%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	68%	65%	65%	45%	32%
District	62%	59%	55%	49%	38%

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 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	59%	75%	60%	52%	46%
District	56%	54%	43%	43%	51%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	67%	71%	57%	40%	46%
District	58%	54%	40%	45%	48%

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. Coolidge Elementary has a high degree of parental involvement as 93% (466/498) of our parents attended parent teacher conferences. In 2024, 95% (507/534) attended 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

FAMILY ENGAGEMENT September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

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-Coolidge will take you to the reports provided by the Michigan Department of Education for Coolidge Elementary School.