

Buchanan Elementary School

<http://livoniapublicschools.org/buchanan>



2019-2020 Annual Education Report



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Jonathon Wennstrom, Principal



January 29, 2020

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Buchanan Elementary School students based on 2018-2019 assessment results. The AER addresses the complex reporting information required by federal law and some requirements of 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 me, Jonathon Wennstrom, Principal of Buchanan Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://buchanan.livoniapublicschools.org> or you may review a copy by contacting Buchanan Elementary School office.

For the 2018-2019 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2018-2019 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these 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.

In place is a multi-tiered system of support, including the use of research-based interventions targeting specific students with specific needs. All teachers are being trained this year on integrated units of study that will incorporate reading, writing, science and social studies. Students are encouraged to participate in a school-wide Science Fair to concentrate their focus on a scientific topic and share their learning with others. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners take place regularly. We also concentrate our efforts in an ongoing analysis of formative assessments to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. Grade level teams meet regularly for PLC sessions and we conduct schoolwide data dives three times each 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,

Jonathon Wennstrom
Buchanan 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

*Learning Together for Tomorrow
to serve the children entrusted to us.*

VISION

Buchanan will meet the unique needs of all students in a safe environment.

VALUES/COLLECTIVE COMMITMENTS

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

SCHOOL PROFILE

Buchanan Elementary School serves 510 students in grades kindergarten through fourth. Included in the 35 certified staff are the principal, general education classroom teachers, special education classroom teachers, elementary support teacher, teachers of speech and language, teachers of art, music, and physical education, literacy coach and a media specialist. Additionally, there is a school psychologist, school social worker, occupational therapist, physical therapist, and 3 special education paraprofessionals.

Assisting all of us in keeping our school operating in an organized and efficient manner, keeping the building clean, serving nutritious food, and helping teachers and students are custodians, a secretary, cook, and assistant cook.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

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

More specifically, for the 2019-20 school year, Buchanan focused on the following:

- Goal 1: All students at Buchanan Elementary School will become proficient in the Standard Literacy Writing 2. Strategy 1: Essential Writing Instruction - All K-4 teachers will teach students how to write to convey complex ideas in a clear and accurate manner. Category: English/Language Arts Research Cited: Irene C. Fountas & Gay Su Pinnell: Guiding Readers and Writers, Grades 3-6. Teaching Comprehension, Genre, and Content Literacy; Lucy Calkins: Units of Study for Primary Writing, a Year Long Curriculum, Common Core State Standards for Writing, Lucy Calkins: Writing Pathways Tier: Tier 1 Measurable Objective 1: 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 in Writing by 05/18/2020 as measured by analysis of student writing prompts twice a year using grade level specific rubrics.
- Goal 2: All students at Buchanan Elementary School will proficient in the Standard Literacy Reading 1. Measurable Objective 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 by 05/28/2020 as measured by the pre and post writing performance task. Strategy 1: Essential Reading Instruction - Teachers will teach students how to read to make logical inferences so that they may write or speak about a given piece of text. Strategy 2: iReady - Administration of the iReady reading diagnostic. Strategy 3: Vocabulary Instruction - Teachers will teach content specific vocabulary in authentic ways across all content areas.

- Goal 3: All students at Buchanan Elementary School will become proficient in science. Measurable Objective 1: A 5% increase of All Students will demonstrate proficiency in understanding the scientific process in Science by 05/28/2020 as measured by the Science M-Step. Strategy 1: Next Generation Science Practices - Teachers will focus on the Next Generation Science Practices shifts, through asking questions, defining problems, and carrying out investigations.
- Goal 4: All students at Buchanan Elementary School will become proficient in mathematics. Measurable Objective 1: A 5% increase of All Students will demonstrate a proficiency in making sense of mathematical story problems and demonstrate perseverance when attempting to solve them in Mathematics by 05/29/2020 as measured by the 2019 State of Michigan Assessment. Strategy 1: Everyday Math Curriculum - Classroom teachers will utilize the Everyday Math 4 program to instruct students in making sense of mathematical problems.
- Goal 5: All students at Buchanan Elementary School will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another. Measurable Objective 1: 80% of All Students will demonstrate a proficiency with effective skills and strategies to successfully interact with peers and adults in Practical Living by 05/28/2020 as measured by the AdvancED Student Climate Survey. Strategy 1: District Character Traits - Teachers will use and teach students our Community with Character Elements.

More specifically, for the 2018-19 school year, Buchanan focused on the following:

- All students at Buchanan Elementary School will become proficient in mathematics. A 5% increase of all students will demonstrate proficiency in making sense of mathematical story problems and demonstrate perseverance when attempting to solve them as measured by state assessments in math. Classroom teachers will utilize the EDM 4 program to instruct students in making sense of mathematical problems. All instructional staff members will receive professional development from our two Math Curriculum Leaders in regard to mathematics instruction. Students will use the Everyday Mathematics student journals. Students will play math games to reinforce the concepts that they were introduced to in their EDM lessons. Teachers will supplement the Everyday Math program with additional problem solving activities. Students will focus on making sense of problems and persevering when solving them independently. Teachers will provide students with a time dedicated to math facts on a weekly basis. Students will take the i-Ready Math Diagnostic three times a year.
- All students at Buchanan Elementary School will become proficient readers of grade level content. 80% of all students will demonstrate a proficiency in reading comprehension as measured by district and state-wide common assessments. All teachers will guide small group instruction during guided reading groups with engaging text. The school's EST, TSLI, and RCR provider will provide Tier 2 reading intervention services targeted intervention to students who are struggling. All students will have access to the online RAZ Kids program to provide additional opportunities to read text online and assess comprehension. Classroom teachers will provide direct instruction using authentic, narrative, and informational texts at the student's independent reading level, to compare and contrast similarities within and across texts. The students will be able to cite evidence from their reading to support their responses. Students will read informational text in nonfiction student magazines such as Time for Kids and National Geographic. They will compare and contrast the information that they have read in one article with that of another. Teachers will consistently model and scaffold the use of graphic organizers to assist students in comparing and contrasting texts.
- All students at Buchanan Elementary School will become proficient writers in all content areas. 80% of all students will demonstrate proficiency with persuasive writing including expressing opinions and defending a point of view as measured by district and state-wide common assessments. Teachers will teach writing strategies with a focus on communicating ideas, and the skills needed to add additional details to provide evidence, support an opinion, and defend an argument through cooperative activities and independent practice. Classroom teachers will differentiate instruction through small group instruction, one-on-one conferencing, and the

workshop instruction model. Classroom teachers will provide direct instruction using the MAISA Writing Units on a daily basis to increase the writing abilities of all students. Teachers will instruct students and guide them through the revision process, so that they follow the steps to better their final writing pieces. Teachers will model the use of a writing checklist to have students self-reflect on whether they have included all of the necessary components to appropriately defend an argument. Teachers will also assess writing through rubrics.

- All students at Buchanan Elementary School will become proficient in science. A 5% increase of all students will demonstrate proficiency in understanding the scientific process in Science as measured by state-wide common assessments. Teachers will instruct students to use the scientific method to understand the scientific process. Teachers will instruct the Battle Creek Science lessons with fidelity to their students. Students will conduct investigations to explore scientific topics in an engaging manner. Students will be encouraged to participate in a school-wide Science Fair to select a scientific topic to study and follow the scientific process. They will ultimately share their learning with others. Teachers will plan activities involving the Buchanan Oasis Garden Outdoor Classroom. Staff will analyze state assessment data. Science will be integrated across the curriculum.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Buchanan Elementary School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

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, Kennedy, 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 Buchanan 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 grade level content expectations (GLCEs) from the Michigan Department of Education and 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

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 2019	Letter Identification	Letter Sounds	Rhyme
Buchanan	99.0%	98.0%	99.0%
District	95.9%	93.0%	96.2%
Spring 2018	Letter Identification	Letter Sounds	Rhyme
Buchanan *	89.2%	89.2%	94.6%
District	88.1%	83.6%	93.3%

*2016-17 assessment data

Students in grades K-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.

Kindergarten teachers administer reading records with comprehension at the end of the school year. Students in grades 1-2 are assessed three times each year. Students in grades 3-4 are assessed at the beginning of the year and additionally based on need. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS GRADES K-4 Percent of Students that Performed At or Above Grade Level					
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Buchanan	81.4%	72.3%	85.9%	65.6%	76.0%
District	71.7%	67.6%	81.85	76.4%	72.2%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Buchanan	88.8%	71.4%	75.9%	84.5%	73.1%
District	72.9%	66.8%	78.4%	76.3%	72.8%

Beginning in 2016-17 all students in grades 1-6 were assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

i-READY READING					
Percent of Students At or Above Grade Level					
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Buchanan	61.0%	58.0%	61.0%	47.0%	34.0%
District	59.0%	56.0%	53.0%	47.0%	39.0%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Buchanan	65.0%	57.0%	49.0%	44.0%	51.0%
District	58.0%	55.0%	48.0%	43.0%	36.0%

DISTRICT MATHEMATICS ASSESSMENTS

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the 2016-17 school year using i-Ready Math Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

The following chart shows the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS					
Percent of Students At or Above Grade Level					
Spring 2019	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Buchanan	66.0%	63.0%	65.0%	40.0%	62.0%
District	63.0%	55.0%	49.0%	47.0%	52.0%
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Buchanan	67.0%	57.0%	48.0%	48.0%	68.0%
District	62.0%	55.0%	45.0%	46.0%	53.0%

PARENT TEACHER CONFERENCES

During the 2019-20 school year, 96% of parents attended Parent Teacher Conferences at Buchanan Elementary School. We held 488 conferences for 503 students. Also, 94% of parents attended our combined Curriculum Night and Open House activities.

During the 2018-19 school year, 97% of parents attended Parent Teacher Conferences at Buchanan Elementary School. We held 489 conferences for 500 students. Also, 92% of parents attended our combined Curriculum Night and Open House activities.

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 children 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) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct 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.

The link <http://bit.ly/2HjTcKK> will take you to the reports provided by the Michigan Department of Education for Buchanan Elementary School.