

Livonia Public Schools

Emerson Middle School



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2022-2023 Annual Education Report



Emerson Middle School
29100 West Chicago
Livonia, MI 48150
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Kevin English, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 education process for Emerson Middle 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 Kevin English, Principal of Emerson Middle School, for assistance.

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

For the 2021-2022 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 2021-2022. 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 or had a graduation rate at or below 67% 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.

Emerson is committed to ensuring that all students have access to a guaranteed and viable curriculum. We continue to disaggregate data and focus on the achievement gap between the top 30% and the bottom 30%, as well as various subgroups of students including those who may be economically disadvantaged, English learners, and students with disabilities, so that all students learn at high levels. Additionally, we continue to embrace the Professional Learning Community (PLC) process, using these four critical questions to guide our work:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Our staff meet weekly in their professional learning teams (PLTs) to answer the above four questions, collaborate and plan curricula, and to analyze student assessment results to better inform instruction. Additionally, we continue to implement Eagle Time, a 25-minute period each day where students are provided opportunities for intervention and enrichment based on students' needs.

To help students be successful, we offer both Enrichment and co-taught English language arts and mathematics classes, Success Strategies classes for both 7th and 8th grade students, a full-time Student Assistance Provider, social worker, and psychologist. In addition to the many academics supports we offer, we are also proud of the variety of clubs and after-school activities that contribute to a positive and supportive culture at Emerson Middle School.

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.

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,

Kevin English
Emerson 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

Emerson Middle School Mission Statement:

Soaring to excellence with respect, responsibility and learning.

We envision a school with a safe, caring culture that is conducive to learning.

BELIEFS

We believe:

- A safe and physically comfortable environment promotes student learning.
- Teachers, administrators, parents and the community share the responsibility for helping students learn.
- Students learn best when they are involved in the learning process.
- Curriculum needs to incorporate a variety of learning activities to accommodate differences in student learning.
- Students learn best when our staff maintains high expectations for learning.

SCHOOL PROFILE

Emerson Middle School serves 696 students in grades 7 and 8. The principal of Emerson Middle School is Kevin English and the assistant principal is Nicole Graziano. There are 40 professional teaching staff members, one media specialist and two counselors.

In addition, the following professional support staff at work at Emerson: a social psychologist, a student assistance provider, a school social worker, a speech and language therapist, resource classroom teacher, teacher consultant outreach services, occupational and physical therapists and homebound or hospital 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, secretaries, paraprofessionals, and lunchroom personnel

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Emerson based upon attendance within the geographic boundaries or 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 Emerson Middle School 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 goal for 2022-2025 school year:

1. All students will grow in reading proficiency each year as measured by MSTEP, PSAT,

- iReady, and district common assessments.
2. All students will grow in mathematics proficiency each year as measured by MSTEP, PSAT, iReady, and district common assessments.
 3. All students will grow in writing proficiency each year as measured by MSTEP, PSAT, and local common assessments.
 4. Emerson Middle School will reduce the number of chronically absent students.
 5. Emerson Middle School will reduce the number of office discipline referrals and suspensions by implementing Positive Behavior Interventions and Supports (PBIS) and utilizing restorative practices.

Our goals for 2020-2022 school year:

All students at Emerson Middle School will be proficient in mathematics.

All students at Emerson Middle School will be proficient in social studies/history.

All students at Emerson Middle School will be proficient in science.

All students at Emerson Middle School will be proficient in reading/writing.

All students at Emerson Middle School will utilize technology tools to enhance their learning.

The Livonia Public Schools School District has had its District Level accreditation through COGNIA. Through the district accreditation process, Emerson Middle School also received accreditation. The 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, 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 Emerson Middle School 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, PSAT 8 and the Cognitive Ability Test (CogAT®).

* 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

The following charts 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. This diagnostic is administered three times a year in reading and math.

i-READY READING		
Percent of Students Mid or Above Grade Level		
2021	Grade 7	Grade 8
Emerson	42%	39%
District	47%	48%
2022	Grade 7	Grade 8
Emerson	23%	23%
District	30%	30%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics		
Percent of Students Mid or Above Grade Level		
2021	Grade 7	Grade 8
Emerson	32%	25%
District	42%	37%
2022	Grade 7	Grade 8
Emerson	15%	9%
District	23%	19%

STATE ASSESSMENTS

The PSAT 8 is the first exam in the College Board's "SAT Suite of Assessments" and is offered to eighth and ninth graders. The purpose of the PSAT 8 is to establish a starting point in terms of college and career readiness as students transition to high school. All eighth graders take the PSAT 8 as a part of the State of Michigan's assessment system (M-STEP).

PSAT Grade 8		
2021	Evidence Based Reading & Writing	Mathematics
Emerson	56%	21%
District	65%	35%
2022	Evidence Based Reading & Writing	Mathematics
Emerson	52.3%	28.7%
District	65.4%	42.7%

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 8 Average Age Percentiles				
2020-2021	Verbal	Quantitative	Nonverbal	Composite
Emerson	50%	52%	68%	59%
District	50%	62%	71%	67%
2022-2023	Verbal	Quantitative	Nonverbal	Composite
Emerson	47%	41%	51%	46%
District	58%	55%	64%	61%

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.

41.7% of parents (270 out of 640) attended parent-teacher conferences the fall of 2022. 29% (200 out of 689) of parents attended virtual fall Parent/Teacher Conferences during the 2021-2022 school year.

Emerson parents participate in a wide variety of activities. Our PTSA currently has 123 members. Emerson parents and guardians have lent uncountable hours to assist teachers, chaperones activities, work our book fair, attend field trips and much more.

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