

Webster Elementary School

<http://livoniapublicschools.org/webster>



2019-2020 Annual Education Report

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Lora Boka, 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 Webster Elementary School students based on 2018-2019 assessment results. The AER addresses the complex reporting information required by federal law and 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, Lora Boka, Principal of Webster Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://webster.livoniapublicschools.org> or you may review a copy by contacting the Webster 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 that students with excessive absenteeism are consistently outperformed by their peers in all subjects, 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. 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 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.

Sincerely,

Lora Boka, 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

Our Mission

All staff, students and families of Webster Elementary School are dedicated to ensuring a safe and nurturing learning environment that facilitates personal growth and meaningful interactions for all. Students will leave our school empowered to think clearly, care deeply and act wisely.

Our Vision

Webster Elementary School will become a school where the unique developmental and cognitive needs of our students are met. Students will seek knowledge and develop skills through differentiated experiences that honor unique learning styles as they become lifelong learners. Staff and students will exhibit respect, responsibility, grit, empathy, confidence, reflection, integrity and mindfulness within our learning journey.

Our Beliefs

We believe:

- all students are capable of learning at their individual level.
- all students need a safe, respectful and trusting environment in which to learn.
- all staff and stakeholders contribute to our community and will exhibit respectful interactions with each other.
- all Webster staff, students and adults will demonstrate the character elements.
- all staff will provide an inclusive non-discriminating environment.
- all students have unique skills, talents and multiple learning styles that will be honored.

- all students and staff should have opportunities to be authentically engaged.
- all students should have the opportunity to learn process skills, which are key for students to think clearly, care deeply and act wisely.

Our Culture

At Webster Elementary, the students, staff and families work collaboratively to provide a safe and nurturing learning environment that meets the unique developmental and cognitive needs of all students. Our culture facilitates personal growth and meaningful interactions of all children and adults.

SCHOOL PROFILE

The Webster Elementary School population of students represents 289 children enrolled in the Alternative Classrooms for the Academically Talented (henceforth called ACAT Program), and 62 children enrolled in the program serving students who are moderately cognitively impaired or on the Autism Spectrum (henceforth called ACT 18). The principal of Webster Elementary School is Lora Boka, and there are 22 professional teaching staff members, 18 paraprofessionals assisting in the classrooms, and a media specialist.

In addition, there are the following professional support staff: one part-time ACAT Facilitator, one part-time program specialist, one part-time psychologist, one student support (ESAP) staff, school social worker, two speech and language consultants, one occupational therapist, one physical therapist, homebound or hospitalized services, and hearing, vision, orientation and mobility consultant 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: 2 custodians, 1.5 secretaries, 1.5 cook and 6 lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Webster 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 in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

School Improvement Goals for 2019-20:

ACAT

MATH GOAL: All Webster students will become proficient in math. Webster students will demonstrate a proficiency in their ability to use the four steps to problem solving with an emphasis on the effective presentation and explanation of one's work in Mathematics.

READING GOAL: All Webster students will become proficient in reading. Webster 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.

WRITING GOAL: All Webster students will demonstrate a proficiency writing informative/explanatory texts to examine and convey complex ideas and information accurately through the effective selection, organization, and analysis of content.

ACT 18

MATH GOAL: All Webster students will demonstrate a proficiency to make sense of money problems and persevere in solving them.

READING GOAL: All Webster students will be able to indicate a connection between social studies/informational text and themselves.

WRITING GOAL: All Webster students will be able to show growth in producing/contributing to writing an opinion to show understanding of a Science topic.

School Improvement Goals for 2018-19:

ACAT

MATH GOAL: All Webster students will become proficient in math. Webster students will demonstrate a proficiency in their ability to construct viable arguments and critique the reasoning of others in Math.

READING GOAL: All Webster students will become proficient in reading. Webster 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.

WRITING GOAL: All Webster students will demonstrate a proficiency writing informative/explanatory texts to examine and convey complex ideas and information accurately through the effective selection, organization, and analysis of content. (Science Topic)

ACT 18

MATH GOAL: All Webster students will demonstrate a proficiency to make sense of money problems and persevere in solving them.

READING GOAL: All Webster students will be able to determine the main idea of a social studies/geography/informational text at their level.

WRITING GOAL: All Webster students will be able to show growth in producing/contributing to writing an opinion to show understanding of a Science topic.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Webster 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 for the K-6 program 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 ACAT 1-6 program is designed to reflect the Integrative Education Model (IEM). The IEM is a model of learning and teaching that is structured, complex, decentralized, and individualized. In every subject area the IEM combines thinking with feeling, intuition, and physical sensing. The curriculum is differentiated in that it varies in pacing, depth, and methodology. It is structured around the major concepts of the discipline and the materials are appropriate to the learning levels of the students. The curriculum involves frequent use of field resources and the community as an extended classroom. Emphasis is placed on higher level thinking processes such as application, analysis, synthesis, and evaluation. Differentiated curriculum involves teacher-student planning, student self-direction, and independent study.

In the ACT 18 program, we recognize that there is only one curriculum-the general education curriculum. However, we also recognize that students in our ACT 18 programs need the general education curriculum modified through the use of the Essential Elements to meet their individual educational needs. We include a delivery model based on best practices and methodology in education today. In light of the changing technology, statewide standards and testing, and the higher expectation levels we have for our students, we believe that we must always thoroughly review and update how the curriculum is assessed and taught. We include several staff members on district and county workshops/committees regarding curriculum and curriculum delivery models for students with special needs. Our ACT 18 program aligns the school improvement goals to match the ACAT 1-6 program where appropriate. We embed as many academic skills (mathematics, reading, handwriting, science, social studies, library skills, P.E., art and music) and life skills (communication, motor, social skills and cultural literacy) into our students day.

Included in the curriculum are carefully selected, relevant objectives from the general education core curriculum. We integrate the essential elements of the common core standards to the appropriate level of our students. We want all of our students to leave our programs as best prepared and independent as they can be.

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 grades 1-6 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.

Students in grades 1-2 are assessed three times each year. Students in grades 3-6 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 1-6						
Percent of Students that Performed At or Above Grade Level						
Spring 2019	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Webster	100%	100%	100%	100%	96.5%	100%
District	67.6%	81.8%	76.4%	72.2%	46.0%	38.6%
Spring 2018	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Webster	100.0%	100.0%	100.0%	95.2%	95.5%	93.0%
District	66.8%	78.4%	76.3%	72.8%	65.7%	58.4%

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	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Webster	100%	100%	98.0%	93.0%	88.0%	93.0%
District	56.0%	53.0%	47.0%	39.0%	34.0%	38.0%
Spring 2018	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Webster	97.0%	96.0%	90.0%	91.0%	82.0%	92.0%
District	55.0%	48.0%	43.0%	36.0%	24.0%	35.0%

DISTRICT MATHEMATICS ASSESSMENTS

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

The following chart shows the percentage of Webster students who were at or above their instructional level, not grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS							
Percent of Students At or Above Grade Level							
Spring 2019	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Webster	-	81.0%	94.0%	96.0%	95.0%	95.0%	91.0%

District	55.0%	49.0%	47.0%	52.0%	37.0%	28.0%	
Spring 2018	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Webster	-	91.0%	93.0%	98.0%	89.0%	90.0%	
District	55.0%	45.0%	46.0%	53.0%	34.0%	27.0%	

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to sixth grade students.

CogAT GRADE 6 Age Percentiles				
2018-2019	Verbal	Quantitative	Nonverbal	Composite
Webster	93	95	94	96
District	59	60	59	60
2017-2018	Verbal	Quantitative	Nonverbal	Composite
Webster	94	95	97	97
District	60	63	67	64

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. Webster Elementary School has a high degree of parental involvement, as 100% - 351 of our families attended in person or by phone teacher conferences during the 2019-2020 school year as well as the 2018-2019 school year with 100% - 361 families attending fall 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
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/2Heiwlp> will take you to the reports provided by the Michigan Department of Education for Webster Elementary School and the link <http://bit.ly/2Hfnpei> will take you to the reports for N.W. Trainable Center.