

Livonia Public Schools

Riley Upper Elementary



BOARD OF EDUCATION 2023-2024

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

Andrea L. Oquist
Superintendent

2023-2024 Annual Education Report



Riley Upper Elementary School

15555 Henry Ruff

Livonia, MI 48154

734 744-2680

Jon Wennstrom, Principal



LIVONIA PUBLIC SCHOOLS

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

February 1, 2024

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 Riley 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 Jon Wennstrom, Principal of Riley Upper Elementary, for assistance.

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

For the 2023-2024 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 2022-2023. 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. Based on this data, the Riley Upper Elementary staff has identified underperforming subgroups of students, including students with disabilities for whom additional intervention and support is needed 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. We have also created a school wide intervention block to better meet the needs of our struggling learners. All teachers meet weekly in Professional Learning Teams to look at data to help them drive instruction for all learners. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessments to determine the needs of all students is followed by the

provision of targeted learning interventions to students in need. We have also implemented the PBIS program throughout the school to help students have a safe and positive environment in which to learn..

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.

Sincerely,

Jon Wennstrom
Riley 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

Learning, Growing and Achieving Together

VISION

We envision that Riley Upper Elementary will be a safe environment in which our students will learn. Collaboratively, the Riley staff, parents, and community will work to create a positive and productive learning climate for all. Students will be encouraged and taught to problem solve and make decisions that benefit themselves and others. Student achievement will be assessed continually to monitor progress and drive instruction. Teachers and students will be held accountable to high standards, not only academically, but in conduct as well. Riley Upper Elementary students will be encouraged to be responsible, respectful, self-disciplined members of society.

BELIEFS

We believe:

- In high expectations
- Students can accept responsibility for their learning and themselves
- In mutual respect and collaboration
- In a multiplicity of programs
- In meeting individual learning needs

SCHOOL PROFILE

Riley Upper Elementary School serves 625 students in grades 5-6. The principal of Riley Upper Elementary School is Jonathon Wennstrom and the assistant principal is Allison Maher. There are 24 general education teaching staff members. There is also a music teacher, media specialist, art teacher, physical education teacher and STEM teacher.

In addition, there are the following professional support staff: school psychologist, school social worker, learning specialist, 2 E.S.A.P. providers, speech and language therapists, 2 resource classroom teachers, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized 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 Riley Upper Elementary School 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 school, work cooperatively to improve student achievement. An analysis of student achievement data led the Riley 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.

Reading Goal: All students at Riley Upper Elementary School will become proficient readers of grade level content.

Measured Objective: 100% of students will be mid/above grade level or increase their placement level on the i-Ready diagnostic reading assessment by the end of the year.

Math Goal: All students at Riley Upper Elementary School will become proficient in grade level mathematics.

Measured Objective: 100% of students will be mid/above grade level or increase their placement level on the i-Ready diagnostic math assessment by the end of the year.

Writing Goal: All students at Riley Upper Elementary School will become proficient writers in all content areas.

Science Goal: All students at Riley Upper Elementary School will become proficient in science.

Studies Goal: All students at Riley Upper Elementary School will become proficient in social studies

Our staff established the following goals for 2021-24 school years:

All students at Riley Upper Elementary School will be proficient in reading.

All students at Riley Upper Elementary School will be proficient in math.

All students at Riley Upper Elementary School will be proficient in writing.

All students at Riley Upper Elementary School will be proficient in science.

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 Riley 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, running records and I Ready Diagnostic Assessment.

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 | | |
| Spring 2023 | Grade 5 | Grade 6 |
| Riley | 26% | 38% |
| District | 27% | 35% |
| Spring 2022 | Grade 5 | Grade 6 |
| Riley | 25% | 37% |
| District | 26% | 36% |

DISTRICT MATHEMATICS ASSESSMENTS

| i-READY Mathematics | | |
|---|---------|---------|
| Percent of Students Mid or Above Grade Level | | |
| Spring 2023 | Grade 5 | Grade 6 |
| Riley | 13% | 14% |
| District | 38% | 26% |
| Spring 2022 | Grade 5 | Grade 6 |
| Riley | 39% | 32% |
| District | 31% | 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 |
| Riley | 57% | 59% | 60% | 59% |
| District | 54% | 57% | 62% | 58% |
| 2022-2023 | Verbal | Quantitative | Nonverbal | Composite |
| Riley | 55% | 62% | 60% | 59% |
| District | 55% | 58% | 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. Riley Upper Elementary has a high degree of parental involvement evidenced by 97% (558 of 576 families)attending parent-teacher conferences in 2022-2023 and 93% (548 of 590 families) attending parent-teacher conferences in 2023-2024.

Riley Upper Elementary hosts both a Curriculum Night and Open House events. For the 2022-2023 school year 73% of families attended Open House. For the 2023-2024 school year 78% of families attended Open House. Curriculum Night was a virtual event.

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