

Livonia Public Schools

Johnson Upper Elementary



**BOARD OF EDUCATION
2024-2025**

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

Andrea L. Oquist
Superintendent

2024-2025 Annual Education Report



Johnson Upper Elementary School

8400 North Hix

Westland, MI 48185

734 744-2740

Tom Traub, Principal



LIVONIA PUBLIC SCHOOLS

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

February 1, 2025

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 education process for Johnson 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 Tom Traub, Principal of Johnson Upper Elementary, for assistance.

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

For the 2024-2025 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 2023-2024. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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, our school, Johnson Upper Elementary, has identified underperforming subgroups of students, including children of color, students with disabilities, and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

To accelerate student achievement, Johnson Upper Elementary has put in place a multi-tiered system of support, including the use of research-based interventions and data to develop and support small group instruction to improve student achievement. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place routinely within our Professional Learning Teams. Ongoing analysis of benchmark assessments, I-Ready data, and classroom performance are used to guide instructional decisions that will best optimize student achievement.

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 amount of students who are performing below grade-level.

Sincerely,

Tom Traub
Johnson 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

Johnson Upper Elementary School is committed to providing a safe, respectful environment that supports the academic and socio- emotional needs of every student as they develop the necessary skills to become capable, confident, life-long learners.

SCHOOL PROFILE

Johnson Upper Elementary School serves 508 students in grades 5-6. This number includes students in our Special Education Programs: Multi-Age Resource Local Center and our ASD Program.

The principal of Johnson Upper Elementary School is Thomas Traub and the assistant principal is Kimberly Samouelian. There are 31 professional teaching staff members including a media specialist, music teacher, an art teacher, a Project Lead The Way (STEM) teacher, and a physical education teacher.

In addition, Johnson Upper Elementary School has the following professional support staff: school psychologist, school social worker, one learning specialist, one Title I Teacher, two Elementary Student Assistance Providers, two speech and language therapists, three resource classroom teachers, one team leader for our RISE Program, occupational and physical therapist, and a homebound or hospitalized provider.

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: 3 custodians, 2 secretaries, 12 paraprofessionals, and 4 lunchroom personnel.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Johnson Upper Elementary School based upon attendance within the geographic boundaries of the schools as well as students who transfer in based upon seats available.

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 2024-2025

1. All students at Johnson Upper Elementary School will become proficient writers in all content areas.
2. All students at Johnson Upper Elementary School will be proficient readers of grade level content.

MEASURABLE OBJECTIVES

70% of fifth and sixth grade students will meet their annual typical growth on the end of year reading

i-Ready assessment.

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.

3. All students at Johnson Upper Elementary School will become proficient in math.

MEASURABLE OBJECTIVES

70% of fifth and sixth grade students will meet their annual typical growth on the end of year math i-Ready assessment.

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.

All students will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.

School Improvement Goals for 2023-2024

1. All students at Johnson Upper Elementary School will become proficient writers in all content areas.
2. All students at Johnson Upper Elementary School will be proficient readers of grade level content.

MEASURABLE OBJECTIVES

55% of fifth and sixth grade students will meet their annual typical growth on the end of year reading i-Ready assessment.

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.

3. All students at Johnson Upper Elementary School will become proficient in math.

MEASURABLE OBJECTIVES

55% of fifth and sixth grade students will meet their annual typical growth on the end of year math i-Ready assessment.

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.

4. All students will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.

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 Johnson 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, 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 2024	Grade 5	Grade 6
Johnson	20%	38%
District	28%	40%
Spring 2023	Grade 5	Grade 6
Johnson	27%	28%
District	27%	35%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics Percent of Students Mid or Above Grade Level		
Spring 2024	Grade 5	Grade 6
Johnson	24%	25%
District	33%	32%
Spring 2023	Grade 5	Grade 6
Johnson	32%	18%
District	38%	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
Johnson	52%	54%	63%	56%
District	54%	60%	65%	61%
2022-2023	Verbal	Quantitative	Nonverbal	Composite
Johnson	50%	57%	59%	55%
District	54%	57%	62%	58%

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. Johnson Upper Elementary has a high degree of parental involvement as 92% of the parents attended parent teacher conferences during the 2024-2025 school year (469 parents attended conferences). In the 2023-2024 school year 91% of the parents attended traditional face to face parent-teacher and virtual conferences. Virtual Curriculum Night was held on September 19th.

The majority of our school community, including parents and staff, has membership in the PTA at Johnson Upper Elementary School.

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

