Livonia Public Schools

Webster Elementary

2025-2026
Annual Education Report



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2025-2026

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February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Webster Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Laurisa Burke, Principal of Webster Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site Webster Website or you may review a copy by contacting the Webster Elementary School office.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. 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.

Growing our Academically Talented students from Proficient to Advanced on the MTSEP is a key challenge across grades. We have initiated a school wide intervention and enrichment period that is data driven. Students receive direct small group instruction on strategies to support growth in identified areas with the intent of growing all students academically and socially/emotionally. We have also vertically aligned our writing practices to support a system of continued growth from Grade 1 through Grade 6. Our RISE students are also part of our intervention block. They receive focused small group target instruction on their IEP goals. RISE teachers are working to move students up levels and succeed in meeting their goals.

Webster has been working hard to build a purposeful student driven intervention and enrichment block, that includes the growth of our Peer to Peer program. We have ACAT and RISE peers who meet daily for Peer to Peer enrichment within the special area classrooms. This program provides authentic collaboration as well as SEL growth for our ACAT and RISE students. We have also worked to create consistency in our implementation of the morning meeting block to successfully teach SEL and LPS character traits. We have set building expectations, goals, and priorities. Webster has shown so much growth in connection between both the RISE and ACAT programs. We are very proud of the commitment and collaboration from all stakeholders!

Sincerely,

Laurisa Burke,
Webster 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. 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.

MISSION STATEMENT

At Webster Elementary School our mission is to educate, challenge, and inspire, every student to achieve personal success and become a confident contributor to society.

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.

VALUES/COLLECTIVE COMMITMENTS

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.
-

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 276 children enrolled in the Alternative Classrooms for the Academically Talented (henceforth called ACAT Program), and 54 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 Laurisa Burke, and there are 23 professional teaching staff members, 15 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, one speech and language consultant, 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: 3 custodians, 2 secretaries, 1.5 cooks and 2 lunchroom personnel.

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 Act 18 Primary/Intermedian program reside in one of 13 local districts in the northwest and southwest regions. School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Webster 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.

SCHOOL IMPROVEMENT GOALS FOR 2025-2028

ACAT

Reading Goal: Increase the number of students Advanced on the MSTEP ELA by 5% each year.

Math goal: All students will demonstrate proficiency in making sense of mathematical concepts and persevering while problem solving as measured by the MSTEP.

Writing goal:
All 1st-4th grade students at Webster Elementary will be proficient in the standard Literacy Writing 2. They 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 Literacy Writing 2. All students in Family 3 will demonstrate a proficiency in argument writing. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence as measured by our SI writing task and MSTEP results.

RISE

Reading and Writing Goal:
By the end of the 2025-2026 school year, students will demonstrate improved literacy skills by achieving at least 80% accuracy on a post-test in answering comprehension questions related to a given topic. RISE students will begin to use our School wide graphic organizers to communicate their understanding. In addition, students will show measurable growth in written expression by improving legibility and advancing at least one column on the school's writing rubric**.**

Math Goal:
Students will demonstrate an understanding of the number sense domain commensurate with their grade level Essential Element on the RESA Mathematics Assessment with at least 80% accuracy.

SCHOOL IMPROVEMENT GOALS FOR 2024-2025:

ACAT

Reading Goal: The number of students scoring “Advanced” on the ELA MSTEP will increase. All students in from the text in reading. All students in 1st-4th grade 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.

Math Goal:
All students will be proficient in mathematics. Students will demonstrate a proficiency in making sense of mathematical story problems and demonstrate perseverance when attempting to solve them in mathematics.

Writing Goal:
All 1st-4th grade students at Webster Elementary will be proficient in the standard Literacy Writing 2. They 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 Literacy Writing 2. All students in Family 3 will demonstrate a proficiency in argument writing. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. RISE students will begin to use our School wide graphic organizers to communicate their understanding.

RISE PROGRAM

Reading Goal 2024:
By Spring 2023, 80% of students will be able to make a connection between a social studies/geography informational text and a personal experience at their level as measured by our teacher created school improvement rubric.

Math Goal 2024:
By Spring 2023, 80% of students will be able to solve a money computation problem solving activity as measured by our teacher created school store data logs.

Writing Goal:
By Spring 2024, 80% of students will show growth in producing an opinion to show understanding of a Social Studies or Science topic as measured by the teacher created school improvement rubric.

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 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 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

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.
* 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

Students in grades 1-6 are assessed using running records with comprehension to students one-on-one. Teachers administer running records with comprehension to students one.
Students in grades 1-4 are assessed multiple times each year.
The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

RUNNING RECORDS ASSESSMENTS GRADES K-4 Percent of students that Performed At or Above Grade Level					
Spring 2025	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Webster	100%	95.7%			NA
District	65.6%	73.8%	70.6%	70.7%	NA
Spring 2024	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Webster	100%	100%			NA
District	66.8%	75.9%	75.4%	69%	NA

The following chart 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.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY READING Percent of Students At or Above Grade Level						
Spring 2025	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Webster	100%	100%	94%	93%	86%	96%
District	62.3%	54.7%	51%	46.8%	44.2%	52.2%
Spring 2024	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Webster	100%	100%	91%	94%	87%	93%
District	59%	55%	49%	38%	28%	40%

DISTRICT MATHEMATICS ASSESSMENTS

The following chart 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. In grades 1-6, students are assessed on three or more times during the school year using the i-Ready Reading Diagnostic Assessment.

i-READY Mathematics Percent of Students At or Above Grade Level						
Spring 2025	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Webster	100%	91%	100%	96%	94%	96%
District	54%	43%	43%	51%	52.2%	46.8%
Spring 2024	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Webster	100%	100%	96%	96%	93%	91%
District	54%	40%	45%	48%	33%	32%

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 98% of our families attended in person or by phone conferences during the 2025-2026 school year, as 100% of our families attended in person or by phone conferences during the 2024-2025 school year. 100% of our families attended in person or by phone teacher conferences during the 2022-2023 school year as well as 100% - 330 families attending fall conferences in the 2021-2022 school year.

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-Webster will take you to the reports provided by the Michigan Department of Education for Webster Elementary School.