

Hayes Elementary School

www.livoniaschools.org/hayes



2018-2019 Annual Education Report

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Sheila O'Kane, Principal



April 11, 2019

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 Hayes Elementary School students based on 2017-18 assessment results. The AER addresses the complex reporting information required by federal 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 me, Sheila O'Kane, Principal of Hayes Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://hayes.olivoniapublicschools.org> or you may review a copy in the main office of our school.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2017-2018 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 three or more underperforming student subgroups. 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. Based on this data, our school has identified our growing economically disadvantaged subgroups of students, for whom additional interventions and supports are needed in order to increase their proficiency and to close the achievement gap in the targeted academic areas.

As a Title I school, we have in place a multi-tiered system of support that provides students with classroom support along with Title I support. These supports include the use of the research-based interventions such as the reading program, Leveled Literacy Intervention and skilled based interventions so that students can successfully read grade level material. We also provide students who are not reading at grade level, science content at their reading level. In addition, we have on-going professional development and dialogue focusing on strategies to support struggling learners. We utilize on-going assessments in order to determine the strengths and weaknesses of all students, including i-Ready reading and math diagnostic, followed by the provision of targeted learning interventions to the students that need them.

These initiatives are intended to accelerate the student achievement of subgroups. Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Sheila O'Kane
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

At Hayes Elementary, students, staff and families work together as a community to create a safe learning environment that educates and empowers all children to become leaders of their lives and productive members of a diverse society.

As advocates for children, we believe:

- All students will take responsibility for their learning.
- Mutual respect is necessary between members of a diverse community.
- Collaboration between home and school is essential for success.

We believe all students:

- Are unique, capable and valued individuals.
- Learn best when education is a partnership among staff, students, parents and community.
- Have leadership potential
- Should be:
 - Competent in reading, writing and math
 - Effective communicators due to our ever-changing world
 - Independent, life-long learners
 - Able to solve problems, make responsible decisions and work cooperatively
 - Respectful and caring

We will therefore:

1. Provide a safe and caring atmosphere.
2. Build and model mutual respect.
3. Maintain high expectations.
4. Promote the social, emotional, and academic growth of all children.
5. Strive for continuous improvement by using data to meet student needs.
6. Work collaboratively as a staff by creating a professional learning community.

MOTTO

“Pulling Together: Leading the Way!”

SCHOOL PROFILE

Hayes Elementary serves 415 students in grades K-4. The principal of Hayes Elementary School is Sheila O’Kane. Working along with the principal are 18 certified teachers.

In addition, there are the following professional support staff members: a library media specialist, school psychologist, school social worker, Elementary Support Teacher, .6 Elementary Support Teacher, speech and language therapist, resource classroom teacher, 3 Title 1 paraprofessionals, occupational and physical therapists, and homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, offering additional support to students, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, a secretary, .4 secretary, lunchroom personnel and bus drivers.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Hayes Elementary based upon residency within the geographic boundaries of the school, as well as students who transfer in based upon available room under the District's school of choice policy for residents of the district.

SCHOOL IMPROVEMENT

School improvement is a process by which the school’s stakeholders work cooperatively to increase student achievement in the core curriculum goals. At Hayes Elementary, we narrowed our focus to target the areas of reading, writing and math.

Our goals for the 2018-19 school year:

- 1) All students at Hayes Elementary will be proficient readers of grade level content.
- 2) All students at Hayes Elementary will be proficient in mathematics.
- 3) All students at Hayes Elementary will be proficient writers in all content areas.
- 4) All students will experience a positive, safe and welcoming environment where both students and adults respect and value one another.
- 5) All students at Hayes Elementary will be proficient in Science.

Our goals for the 2017-18 school year:

- 6) All students at Hayes Elementary will be proficient readers of grade level content.
- 7) All students at Hayes Elementary will be proficient in mathematics.
- 8) All students at Hayes Elementary will be proficient writers in all content areas.
- 9) All students will experience a positive, safe and welcoming environment where both students and adults respect and value one another.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Hayes 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 at Hayes Elementary 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 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 kindergarten are assessed on a one-on-one basis four times during the school year to measure progress toward grade-level literacy skills. The following table, Literacy Benchmark: Early Literacy Assessments - Kindergarten, shows the results of this testing by school and district.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN			
Spring 2018	Letter Identification	Letter Sounds	Rhyme
Hayes	98.6%	84.5%	91.5%
District	88.1%	83.6%	93.3%
Spring 2017	Letter Identification	Letter Sounds	Rhyme
Hayes	92.2%	88.3%	84.4%
District	94.5%	88.0%	93.5%

Students in grades 1-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.

Kindergarten teachers administer reading records with comprehension at the end of the school year. Students in grades 1-2 are assessed three times each year. Students in grades 3-4 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 K-4					
Percent of Students that Performed At or Above Grade Level					
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	71.9%	68.5%	78.7%	70.6%	81.4%
District	72.9%	66.8%	78.4%	76.3%	72.8%
Spring 2017	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	69.2%	67.6%	83.6%	79.3%	71.2%
District	74.4%	65.9%	79.6%	76.9%	68.0%

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 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	53.0%	44.0%	35.0%	32.0%	32.0%
District	58.0%	55.0%	48.0%	43.0%	36.0%
Spring 2017	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	55.0%	40.0%	43.0%	33.0%	15.0%
District	61.0%	50.0%	47.0%	42.0%	29.0%

DISTRICT MATHEMATICS ASSESSMENTS

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the 2015-2016 school year using the i-Ready Math Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

The following chart show the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS					
Percent of Students At or Above Grade Level					
Spring 2018	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	57.0%	48.0%	30.0%	37.0%	45.0%
District	62.0%	55.0%	45.0%	46.0%	53.0%
Spring 2017	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	61.0%	34.0%	48.0%	36.0%	33.0%
District	61.0%	53.0%	46.0%	49.0%	52.0%

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. Hayes Elementary has a high degree of parental involvement as we reach out to all parents for parent teacher conferences, if necessary by phone or sending a letter with valuable information about their child. Therefore, for both the 2017-18 and 2018-19 school years, there has been 100% participation in Parent Teacher Conferences. Parents are Informed of our school improvement goals, three years of summative data results and a summary of our intervention program to help all students learn. This occurs at evening events, PTA meetings and an annual State of the School address.

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 MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8, 11; science for grades 5, 8, 11; and MI-Access for grades 3 to 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/2HdeXfj> will take you to the reports provided by the Michigan Department of Education for Hayes Elementary School.