

Livonia Public Schools

Hayes Elementary



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2022-2023 Annual Education Report



Hayes Elementary School

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Larry Grezak, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2023

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 Hayes 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 Larry Grezak, Principal of Hayes Elementary, for assistance.

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

For the 2021-2022 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 2021-2022. 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, 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 school, we use our mission and priorities to guide us as we work towards closing achievement gaps between the students at our school and our school when compared to other schools. Our priorities allow us to focus on helping all students feel like they are learning in a trusting and safe environment where a growth mindset can help them step up to challenges as they learn in authentic and focused ways. We prioritize Tier 1, so that our Tier 2 and 3 can become more manageable and successful.

These initiatives are intended to accelerate the student achievement of students and subgroups.

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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 steady reduction of students on Individualized Reading Intervention Plans.

Sincerely,

Larry Grezak
Hayes 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

To educate, challenge and inspire every student to achieve personal success and become a confident contributor to society.

VALUES/COLLECTIVE COMMITMENTS

Safety – Staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all.

Climate – Staff and students will promote a school environment that is both positive and supportive.

Expectations – Staff and students will work together to foster a growth mindset and apply expectations that are continually discussed, modeled and practiced.

Authentic Learning – Staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness.

Focused Goals and Curriculum – Staff and students will focus on prioritized standards that encourage deep understanding and application of higher-level skills in context.

SCHOOL PROFILE

Hayes Elementary serves 380 students in grades K-4. The principal of Hayes Elementary School is Larry Grezak. 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, 2 Elementary Support Teachers, speech and language therapist, 1 resource classroom teachers, 1 Title 1 teacher, 2 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.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Hayes Elementary 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 Buchanan 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.

2022-2025 School Improvement goals:

ELA School Improvement Goals: 60% of all 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 in reading.

Math School Improvement Goal/s: 60% of all students will demonstrate a proficiency in making sense of problems and persevere in solving them.

2022-2023 and 2021-2022 goals:

1. All students at Hayes Elementary will be proficient in the standard Math Practice 1.
2. All students at Hayes Elementary will be proficient in the standard Literacy Reading 1.
3. All students at Hayes Elementary will be proficient in the standard Literacy Writing 2.

The Livonia Public Schools School District has had its District Level accreditation through COGNIA. Through the district accreditation process, Hayes Elementary School also received accreditation. The 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, 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 Michigan Department of Education Common Core State Standards for Mathematics and English Language Arts, the State of Michigan Social Studies Standards and the Next Generation Science Standards.

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:

1. Respect self, others, and the environment.
2. Communicate effectively.
3. Know how to learn and work productively.
4. Acquire and process information.
5. Use critical and creative thinking to make decisions and solve problems.
6. Work and participate independently and cooperatively.
7. 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 kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills. The following table, Early Literacy Benchmark Assessment - Kindergarten, shows the results of this testing by school and district.

EARLY LITERACY BENCHMARK ASSESSMENT – KINDERGARTEN			
Spring 2021	Letter Identification	Letter Sounds	Rhyme
Hayes	87.9%	84.5%	95.2%
District	93.2%	84.6%	95.2%
Spring 2022	Letter Identification	Letter Sounds	Rhyme
Hayes	85.7%	85.7%	85.1%
District	91.3%	90.9%	89.5%

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. 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 Mid or Above Grade Level					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	66.7%	54.9%	64.8%	76.3%	68.1%
District	67.3%	60.3%	72.4%	74.6%	72.5%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	47%	69%	66%	70%	78%
District	63.8%	69.3%	71.6%	82.5%	70.2%

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 Mid or Above Grade Level					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	63.8%	51.4%	49.3%	43.6%	30.9%
District	67%	55%	50%	52%	42%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	59%	45%	44%	27%	36%
District	56%	57%	39%	43%	45%

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.

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 Mathematics					
Percent of Students At or Above Grade Level					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	74.5%	51.4%	42.5%	28.2%	19.1%
District	66%	60%	43%	47%	45%

Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade4
Hayes	57%	48%	16%	30%	32%
District	55%	57%	39%	43%	45%

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. During the 2022-2023 school year, there was 97.3% (397/408) participation in Parent Teacher Conferences. During the 2021-2022 school year, there was 99.5% (376/378) participation in Parent Teacher 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 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 - Hayes](#) will take you to the reports provided by the Michigan Department of Education for Buchanan Elementary School.