

# Livonia Public Schools

# Hayes Elementary



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## 2024-2025 Annual Education Report



Hayes Elementary School

30600 Louise

Westland, MI 48185

734 744-2725

Christine Broome,  
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 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 Christine Broome, 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 the Hayes 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 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.

Guided by our mission and priorities, we strive to close achievement gaps within our school and with other schools. We prioritize creating a trusting and safe learning environment that fosters a growth mindset, empowering all students to embrace challenges and learn authentically and purposefully.

A strong emphasis on Tier 1 interventions allows us to effectively manage and support students who require Tier 2 and 3 interventions. These initiatives aim to accelerate student achievement for all students, with a specific focus on subgroups, including those in the state's Bottom 30%, who are not currently meeting our proficiency targets.

Our collaborative efforts are demonstrating positive results, as evidenced by the steady decline in the number of students requiring Individualized Reading Intervention Plans, and the steady increase in the number of students achieving grade level proficiency as measured by our various standardized assessments.

As mandated by state law, additional information is provided on the following pages.

Sincerely,

Christine  
Broome,  
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 420 students in grades Young 5 through 4th grade. The principal of Hayes Elementary School is Christine Broome. Working along with the principal are 19 certified classroom teachers and five special area teachers.

Our school also benefits from a dedicated team of professional support staff, including: a school psychologist, a school social worker, two elementary support teachers, a speech and language pathologist, a resource classroom teacher, two Title 1 teachers, an English language teacher, occupational and physical therapists, and homebound/hospitalized services.

Furthermore, a vital support network of 3 custodians, a full-time secretary, a part-time secretary, lunchroom personnel, recess monitors, and bus drivers ensures the smooth and efficient operation of our school. This team plays a crucial role in maintaining a clean and organized environment, providing nutritious meals, and offering essential support to both students and teachers.

## 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

At Hayes Elementary, we prioritize continuous school improvement to enhance student learning. Our focus is on core academic areas: reading, writing, mathematics, and science. We meticulously analyze student achievement data to identify areas for growth and develop targeted action plans using evidence-based interventions. We consistently monitor and document our progress towards achieving these goals, ensuring ongoing improvement for all students.

2024-2025 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.

2023-24 and 2022-2023goals:

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.

## **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 website at [www.livoniapublicschools.org](http://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.

**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.

<b>EARLY LITERACY BENCHMARK ASSESSMENT – KINDERGARTEN</b>			
<b>Spring 2024</b>	<b>Letter Identification</b>	<b>Letter Sounds</b>	<b>Rhyme</b>
Hayes	100%	28%	
District	94.6%	67.9%	
<b>Spring 2023</b>	<b>Letter Identification</b>	<b>Letter Sounds</b>	<b>Rhyme</b>
Hayes	100%	100%	92%
District	90%	88.5%	73.5%

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 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	56.8%	61.7%	61.6%	72.6%	65.5%
District	63.7%	66.8%	75.9%	75.4%	69%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	66.7%	61.2%	73.6%	62.2%	68.7%
District	68.1%	67.8%	76%	72.5%	72.6%

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 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	71%	51%	49%	36%	42%
District	62%	59%	55%	49%	38%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	69%	52%	56%	37%	39%
District	61%	57%	54%	46%	39%

**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 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	64%	43%	34%	32%	37%
District	58%	54%	40%	45%	48%



Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	58%	46%	36%	26%	34%
District	53%	51%	42%	45%	44%

**PARENT TEACHER CONFERENCES**

Parental involvement is a cornerstone of student success at Hayes Elementary. Families are actively engaged through encouraged participation in Parent-Teacher Conferences. A 96.6% parent conference attendance rate was achieved during the 2024-2025 school year, building upon the exceptional 97.3% (397 out of 408) participation rate achieved in the 2023-2024 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-Hayes](#) will take you to the reports provided by the Michigan Department of Education for Hayes Elementary School.