

Livonia Public Schools

Grant Elementary



BOARD OF EDUCATION 2025-2026

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

Andrea L. Oquist
Superintendent

2025-2026 Annual Education Report



Grant Elementary School
9300 Hubbard
Livonia, MI 48150
734 744-2720
Sherri Mazzoni, Principal



LIVONIA PUBLIC SCHOOLS

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

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 Grant 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 Sherri Mazzoni, Principal of Grant Elementary, for assistance.

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

A multi-tiered system of support is implemented, incorporating research-based interventions during our 60 minute daily intervention block (WIN Time). This system is strengthened by ongoing professional development and collaborative dialogue focused on strategies for supporting struggling learners. Formative assessment data are regularly analyzed to identify student needs and to guide the delivery of targeted interventions.

State law requires that we also report additional information as found on the following pages.

Our collaborative efforts continue to contribute meaningfully to our school's success and student achievement, as reflected in the consistent decrease in the number of students requiring Individualized Reading Intervention Plans.

Sincerely,

Sherri Mazzoni
Grant 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

Grant Gators are leaders of their learning
Achieve goals with quality instruction
Treat others with empathy
Overcome challenges
Respect others
Show personal responsibility

VALUES/COLLECTIVE COMMITMENTS

All children can learn
High expectations promote high achievement
Communication is essential between home and school
The support of the community is important in the education of our children
All staff members have a personal responsibility for professional development and application of best practice
Students need to be prepared to meet the challenges of an every-changing, diverse world. Parent and teacher partnership creates a foundation conducive to academic success.

SCHOOL PROFILE

Grant Elementary School serves 476 students in grades K-4. There are 20 general education classrooms and 4 multi-age cross categorical classrooms and 1 ASD classroom. Of those 25 total classrooms, all are in person. Students also attend library/media, music, art, Project Lead The Way (PLTW), and physical education.

In addition, there are the following professional support staff: 1 school psychologist, 1 school social worker, 1 Local Center Team Leader, 2 E.S.T.s, 2 speech and language therapists, 1 resource room teacher, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized 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: custodians, secretary, paraprofessional, noon monitors, and lunchroom personnel.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Grant Elementary based upon attendance, within the geographic boundaries of the school as well as students who transfer in based on seats available.

SCHOOL IMPROVEMENT

We are committed to our goals and therefore, they remain the same for several school years so that we may see improvement. Here are our goals for the 2025-2028 school years.

Goal 1: All students at Grant Elementary will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.

Measurable Objective 1: demonstrate proficiency (80%) with effective skills and strategies to successfully interact with peers and adults by 06/05/2028 as measured by our district Climate Survey.

Goal 2: All Students at Grant Elementary School will become proficient in the standard Literacy Reading 1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.

Measurable Objective 1: 60% of All Students will demonstrate proficiency in RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers by 06/05/2028 as measured by the State of Michigan Assessment, MSTEP.

Measurable Objective 2: 46% of Economically Disadvantaged students will demonstrate proficiency in RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers by 06/05/2028 as measured by the State of Michigan Assessment, MSTEP.

Goal 3: All Students at Grant Elementary School will become proficient in the standard Literacy Writing 1 Write arguments to support claims in an analysis of topics or texts, Using valid reasoning and relevant and sufficient evidence.

Measurable Objective 1: 60% of All Students will demonstrate proficiency in Standard Writing 1: Write arguments to support claims in an analysis of topics or texts, using valid reasoning and Relevant and sufficient evidence by 06/05/2028 as measured by the State of Michigan Assessment, MSTEP.

Measurable Objective 2: 46% of Economically Disadvantaged students will demonstrate Proficiency in Standard Writing 1: Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence by 06/05/2028 as measured by State of Michigan Assessment, MSTEP.

Goal 4: All Students at Grant Elementary School will become proficient in the standard Math Practice 1 Make sense of problems and persevere in solving them.

Measurable Objective 1: 59% of All Students will demonstrate proficiency in making sense of problems and showing perseverance in solving them by 06/05/2028 as measured by the State of Michigan Assessment, MSTEP

Measurable Objective 2: 47% of Economically Disadvantaged students will demonstrate proficiency in making sense of problems and showing perseverance in solving them by 06/05/2028 as measured by the State of Michigan Assessment, MSTEP.

Goal 5: All Students at Grant Elementary will become proficient in science.

Measurable Objective 1: 80% of All Students will demonstrate proficiency in science tasks by utilizing reasoning, critical thinking, and problem-solving in Science by 06/05/2028 as measured by the State of Michigan Assessment, MSTEP.

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 Grant Elementary provides learning experiences in reading, writing, , 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.

EARLY LITERACY BENCHMARK ASSESSMENT – KINDERGARTEN		
Spring 2025	Letter Identification	Letter Sounds
Grant	98.6%	91.4%
District	99%	93.1%
Spring 2024	Letter Identification	Letter Sounds
Grant	95.2%	89.2%
District	94.6%	67.9%

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 that Performed At or Above Grade Level					
Spring 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Grant		60.6%	71.4%	79.7%	54.4%
District	77.1%	65.6%	73.8%	70.6%	70.7%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Grant	62%	52.6%	81.3%	73.9%	67%
District	63.7%	66.8%	75.9%	75.4%	69%

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 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Grant	42	53	37	55	45
District	59.7	62.3	54.7	51	46.8
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Grant	60%	50%	51%	46%	43%
District	62%	59%	55%	49%	38%

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 Mid or Above Grade Level					
Spring 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Grant	49%	42%	33%	54%	41%
District	56%	54%	43%	43%	51%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Grant	52%	50%	34%	46%	56%
District	58%	54%	40%	45%	48%

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. During the 2025-2026 school year, we had 491 total parent teacher conferences out of 495 students at Grant Elementary School. We had 441 in person conferences and 50 virtual parent teacher conferences. For Open House we had 77% and Curriculum Night we had 75% participation. Our numbers increased this school year. Our teachers provide a PowerPoint Presentation to our families to review prior to coming in for Open House and Curriculum Night.

During the 2024-2025 school year, we had 469 total parent teacher conferences out of 474 students at Grant Elementary School. We had 426 in person conferences and 45 virtual parent teacher conferences. For Open House we had 66% and Curriculum Night we had 61% participation. Our numbers have decreased due to the high number of students involved in fall football and our teachers provide a PowerPoint presentation to our families to review prior to coming in for Open House and Curriculum Night.

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

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members 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. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

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