

Livonia Public Schools

Livonia Early Childhood Center

2025-2026 Annual Education Report



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Livonia Early Childhood Center

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LIVONIA PUBLIC SCHOOLS

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February 1, 2026

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Livonia Early Childhood Center. 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 Katie Dodge, Principal of Livonia Early Childhood Center, for assistance.

The AER is available for you to review electronically by visiting the following web site [LECC Website](#) or you may review a copy by contacting the Livonia Early Childhood Center 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 is 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 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 and is required to be presented in MDE format.

Despite overall progress, several challenges persist across classrooms. Across all groups, early phonemic awareness remains an area for development, as students who recognize letters may still struggle to associate them with sounds, impacting their early reading fluency. With numeracy skills, inconsistencies in number identification were identified as scores varied from 55% to 100% mastery across different classrooms and educational settings due to fewer learning opportunities for some students who attend partial day programming or special education programming. Lastly, students have demonstrated growth in recognizing a variety of emotions however progress across classrooms is inconsistent for a variety of reasons which include but are not limited to partial day programming, special education diagnosis, and generalizations from image to real-life application.

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

We are incredibly proud of the dedication and passion of the staff at the ECC who have worked tirelessly to create a culture that wraps itself around inclusive practices, student growth, and making learning fun. Congratulations to the ECC team!

Sincerely,

Katie Dodge, Ph.D.

Principal

Amy Nichols

Assistant 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: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](tel:734-744-2524).

MISSION STATEMENT

Working together with families and the community, we inspire all children to be respectful, confident, successful learners in a developmentally appropriate safe and nurturing environment.

SCHOOL PROFILE

Our Early Childhood Center serves 760 students ages 0-5 years old. Included in the 129 staff are the principal, assistant principal, team leader, early childhood support teacher, early childhood specialist, general education classroom teachers, child development assistants, special education classroom teachers and paraprofessionals, teachers of speech and language, Early On providers, special education teacher consultants, School Aged Childcare program supervisor, a literacy coach, and an Autism coach. Additionally, there is a school psychologist, 1.4 school social workers, an orientation and mobility specialist, a teacher of the visually impaired, a teacher of the deaf and hard of hearing, three occupational therapists, and two physical therapists.

Assisting all of us in keeping our school operating in an organized and efficient manner, keeping the building clean, serving nutritious food, and helping teachers and students are three custodians, three secretaries, and a kitchen assistant.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Livonia Early Childhood Center through different avenues. Students in our Early Childhood Program, Preschool Inclusion, Speech classes (Talk it Up, Play and Say, Drop-in speech), and Early On are eligible for services through an Individual Education Plan (IEP or an Individual Family Service Plan (IFSP). Students attending Preschool Enrichment or Childcare programs are registered by the parents who choose to enroll in these programs and pay for the service. Lastly, students enrolled in our Great Start to Readiness Program (GSRP) are enrolled based on criteria from the State for this grant based preschool program.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders work cooperatively to improve student achievement. The Livonia Early Childhood Center is focusing on the following goals:

2025-28 School Improvement Goals:

Literacy:

- 3-Year-Old Students: 80% or more 3-year-old students will demonstrate a 20% or greater increase in uppercase letter identification from their initial fall assessment to their final end-of-year assessment.
- 4-Year-Old Students: 80% or more 4-year-old students will demonstrate a 20% or greater increase in uppercase letter identification from their initial fall assessment to their final end-of-year assessment.

Math:

- 3-Year-Old Students: 80% or more 3-year-old students will demonstrate a 20% or greater increase in rote counting skills from their initial fall assessment to their final end-of-year assessment.
- 4-Year-Old Students: 80% or more 4-year-old students will demonstrate a 20% or greater increase in rote counting skills from their initial fall assessment to their final end-of-year assessment.

Social Emotional:

- 3-Year-Old Students: At least 80% of students will demonstrate 20% or more growth from fall to spring in their ability to identify and label at least 3 basic emotions (e.g., happy, sad, angry, scared) using words or visual supports, as measured by teacher observation and structured assessments.
- 4-Year-Old Students: At least 80% of students will demonstrate 20% or more growth from fall to spring in their ability to identify and label at least 4 basic emotions and begin identifying the emotions of others using contextual clues, as measured by teacher observation and structured assessments.

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 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 Livonia Early Childhood Center provides learning experiences in pre-reading, pre-numeracy, and social-emotional development. The core curriculum is based on the Michigan Pre-K Standards of Quality from the Michigan Department of Education.

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 Pre-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 our preschool students. Students are assessed using district created benchmark assessments.

DISTRICT LITERACY ASSESSMENTS

Students in preschool 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.

PRE-LITERACY BENCHMARK ASSESSMENT			
2023-2024	Retelling	Retelling	% growth from Mid
	2 details	3 details	Criteria for Mastery Changed
GE (4)s	73%	48%	N/A
2024-2025	Retelling	Retelling	% growth from Mid
	2 details	3 details	
GE (4)s	81%	82%	15% from Mid

MATH BENCHMARK ASSESSMENT

2023-2024	1:1 Correspondence to 10	% growth from Mid
GE (4)s	70%	Criteria for Mastery Changed
2024-2025	1:1 Correspondence to 10	% growth from Mid
GE (4)s	88%	10% from Mid

PARENT TEACHER CONFERENCES

During the 2024-25 school year, 97% of parents (211 of 217 parents) attended 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.

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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.

The link: [MiSchool Data-LECC](#) will take you to the reports provided by the Michigan Department of Education for Livonia Early Childhood Center.