



Hayes Intermediate School

Eric Leopold / Principal • Scott Millbrook / Assistant Principal

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Hayes Intermediate School. 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 Eric Leopold, Principal of Hayes Intermediate School for assistance.

The AER is available for you to review electronically by visiting the following website www.GLcomets.net/AER4Hayes, or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Hayes has not been given one of these labels.

Hayes Intermediate School is focused on continual improvement in student achievement and closing the achievement gap. When students enter at Hayes as fifth grade students, they come from four different feeder elementary schools. During the 2023-24 school year, our staff continues our work towards improving teaching and learning through identified building SMART goals established in our District School Improvement Team (DSIT). Teachers regularly meet in subject area Professional Learning Communities (PLCs). In addition to PLCs, our teachers meet in School Improvement Team committees working in the areas of Equity, PBIS, PTO, Family Engagement, SEL, and Standards Based Learning.

Additionally, our building MTSS team is continuously working to re-design the process for implementing school-wide tiers of support for students identified as needing differentiated supports in academic and behavioral contexts. As part of our MTSS process, our teachers and support staff meet weekly while also engaging in full-scale data analysis meetings each trimester. These meetings help to identify students in need of additional academic and behavioral interventions, as well as identifying students who need enrichment. During these data analysis meetings, our teams review and analyze many data points that include NWEA, M-STEP, and

behavior log entries. This data is used to help guide decisions about which students need additional support while identifying instructional strategies that have the most positive impact on student achievement.

Additional information about our district and school is provided below as State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All fifth and sixth grade students in Grand Ledge Public Schools attend Hayes Intermediate School.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Every year, a team of teachers along with the principal study the school's data, identify achievement gaps, and revise the school improvement plan to include strategies and interventions that will increase student achievement. Throughout the 2022-23 and 2023-24 school years, the district worked through the MiCIP process to identify areas and strategies at each level that will provide students with the most overall growth.

DESCRIPTION OF EACH SPECIALIZED SCHOOL

All Grand Ledge Schools are inclusive schools with programming for all students. We have support programs for students with special needs as well as students in need of second language support. All students are provided the least restrictive environment to meet their educational needs.

DESCRIPTION OF THE CORE CURRICULUM AND ITS IMPLEMENTATION

More information about the district's curriculum can be found at the following link:

<https://www.glcomets.net/ourdistrict/administrativedepartments/academicservices/curriculum/>

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Hayes Intermediate School Percent Student Proficient					
Fifth Grade	ELA	Math	Sixth Grade	ELA	Math
2021-22	54.9%	32.2%	2021-22	57%	44.3%
2022-23	51.1%	40.6%	2022-23	52.3%	36.2%

Percentage of Families Attending Conferences			
Fall 2021	Spring 2022	Fall 2022	Spring 2023
82%	75%	79%	72%

The staff at Hayes Intermediate is working very well together to create systems, procedures and a positive learning environment for all. We will continue to build upon this solid foundation to continuously improve and ensure that all students make adequate progress in core content areas, as well as socially and emotionally. This supports our district's mission to provide every student a high-quality education, critical thinking skills, and social development to reach their highest potential in a safe and inclusive environment. Our school improvement goals will remain focused on areas that reflect student academic needs. Through partnerships with our community, families and other stakeholders, Hayes Intermediate will continue to flourish and strive to provide an outstanding academic learning environment for students and staff.

Sincerely,

Eric Leopold

Eric Leopold, Principal
Hayes Intermediate School
Grand Ledge Public Schools