

Greenfield Elementary

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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 Greenfield. 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 Noelle Davis at ndavis@birmingham.k12.mi.us for assistance.

The AER is available for you to review electronically by visiting the following website, https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,7795,943,106 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. Our school has not been given one of these labels.

At the foundation of our success is our comprehensive Character Education program. Greenfield Elementary was honored as a National School of Character by the Character Education Partnership in Washington D.C. in 2009, 2018, and again in 2023. Our staff, students and parents are committed to promoting high character in all aspects of our school day. Greenfield Elementary is dedicated to student learning and student achievement. We eagerly participate in numerous professional development opportunities and activities at the building, district, county and international level. Our school provides a rigorous curriculum that meets the varying needs of our students. National certification is the highest level of distinction bestowed by Character.org. Schools receiving this designation have demonstrated excellence in establishing a school culture that exemplifies and brings to life the *11 Principles Framework for Schools: A Guide to Cultivating a Culture of Character*. In addition, to the unwavering commitment, Greenfield has created a caring and compassionate school culture.

After our Greenfield Instructional Leadership Team (GILT) reviewed our combined report, our key challenges remained consistent with our building's greatest areas of need that were previously identified. Challenges were consistently addressed through our School Improvement Plan and subcommittee work. The data in the combined report indicates that the key challenges for Greenfield Elementary are increasing reading proficiency in the areas of reading comprehension, literature & informational text, and vocabulary acquisition & use. As a building, our second challenge was to re-assess our process for progress monitoring students needing academic support in mathematics and reading. We aligned our MTSS process at the building level and across the district. Our school has

restructured our teacher MTSS team meetings and monthly progress monitoring building wide meetings. We are collaborating more regarding data and tiered interventions to support all learners.

To increase reading proficiency with Tier 1, 2 and 3 interventions, our students will show growth in informational reading, literature, and foundational skills/vocabulary. Progress of this goal will be measured through the Fountas & Pinnell Benchmark Assessment System (fiction and non-fiction), K-3 Screener, and Northwest Evaluation Association reading assessment. Some key initiatives have been the adoption of the following programs: Lucy Calkins Phonics in KDG- 2nd grades, purchased Scholastic Short Reads for 3rd, 4th and 5th grade teachers, grammar instructional resources for 3-5, structured PD from our reading specialists and guidance for teachers, Lucy Calkins Units of Study for Reading and Writing, Words Their Way for 3-5, AARI, High Dosage Tutoring, and a targeted March Is Reading Month – with a focus on reading One School One Book. To increase our level of purposeful interventions, our MTSS met on a weekly basis to monitor students and continue to support teachers' capacity for Tier 1,2 and 3 interventions. Our MTSS team also met monthly with grade-level teachers for more professional development in intervention support, academic and social/emotional curriculum support. Student Support Plans were developed for all k-5 students performing below grade level in ELA.

As a Greenfield community, we will continue to create a sense of belonging for our students, through our Gator Families, Gator Buddies, Family Fun Nights, as well as our Leadership groups that are created for 4th & 5th graders. The purpose is to support our commitment to Character Education and our social emotional learning standards for our district.

State law requires that we also report additional information.

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out of district families interested in attending our district.
2. Our Greenfield staff is involved with our School Improvement initiatives. We analyzed our i-ready data and determined the following. **ELA:** By spring 2023 60% of the students reach or exceed their typical growth goals. In June 2023, results showed that 65 % of the students improved their growth goal. **Math:** By the spring of 2023, 60 % of students will have improved their placement levels in i-Ready. In June 2023, results showed that 78% of the students improved their placement levels in i-Ready.

The Greenfield Instructional Leadership Team (GILT) continues to focus on various academic interventions and structures for teachers and students to assist in the Northwest Evaluation Association reading assessments, K-3 Screener, and Fountas & Pinnell. We also continue to increase the purposeful interventions at the Tier 1 and Tier 2 levels. The weekly and monthly meetings with our MTSS team have proven effective with the interventions. Our staff has committed to Professional Development in our new math program, Illustrative, as we begin a full adoption in the following school year.

3. BPS offers specialized schools to students within the district.
 - a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there aren't enough spaces available, a lottery is held in January to select students for the upcoming school year.

b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge, and attitude necessary to live successfully in a changing world. LSAHS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.

c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.

d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.

4. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MISStandards>. In addition, our district continues to work to fully align our K-12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the Teaching and Learning Department page.

5. Birmingham Public Schools administers the NWEA Reading and Math assessments in Grades K-8. Below are Greenfield's spring 2022 and spring 2021 (Rasch unIT) scores, compared to national norm RIT scores.

NWEA Reading	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Greenfield	Spring 2022	175.5	184.5	203.3	207.1	214.0
Greenfield	Spring 2021	169.9	187.9	193.8	211.3	212.8
NWEA National Norms	Spring 2020	171.4	185.6	197.1	204.8	211.0

NWEA Math	Year	1st	2nd	3rd	4th	5th
Greenfield	Spring 2022	181.4	193.8	205.1	207.9	221.5
Greenfield	Spring 2021	179.5	196.5	196.3	207.7	220.3
NWEA National Norms	Spring 2020	176.4	189.4	201.1	210.5	218.8

i-Ready

Greenfield	Spring 2023	Reading	Goal	60%	Score	65%
Greenfield	Spring 2023	Math	Goal	60%	Score	78%

6. At Greenfield Elementary School during the 2022-23 school year, 99 percent of parents/guardians attended a conference (99 percent for female students and 99 percent for male students). Conferences during the 2021-22 school year 97 percent of parents attended a conference (98 percent for female and 97 percent for male).

We thank the Greenfield community for their continued support of our programs and activities. We are pleased to present this report for your review and reflect on our continued goals for school improvement for all learners. To review all that Greenfield has to offer in our educational experiences and points of pride please visit www.birmingham.k12.mi.us/greenfield. Please contact the district at 248-203-3000 for more information about our achievement.

Sincerely,

Noelle Davis
Principal Greenfield Elementary
National School of Character
Green School Recipient