

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 2019-20 educational progress for Greenfield Elementary. 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 me at (248) 203-3217 for assistance.

The AER is available for you to review electronically by visiting the following [website](#), or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Greenfield Elementary School has not received a label.

Due to the abrupt closure of school across Michigan on March 13, 2020, our focus also shifted so that we could create the best educational opportunities and experiences in a virtual world! This work has continued through the 2020-2021 school year, as we have frequently shifted between Virtual, Hybrid and F2F learning models since August of 2020. Therefore, we will continue the work described below and extend our "first year" of our five-year School Improvement Plan cycle.

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. We were one of ten schools out of two hundred eighty in the country to receive this prestigious honor. In May 2018, we were re-certified again as a National School of Character alongside our district as a District School of Character. 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.

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 SMART goal 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. All of this work encompassed increasing student

engagement during the school year. Our second challenge as a building, we continue to re-assess our process for progress monitoring students needing academic support in mathematics and reading.

To increase reading proficiency with Tier 1 interventions, our students will show growth in informational reading, literature, and foundational skills/vocabulary. Our 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: Zoo Phonics, KDG. and 1st Grade Literacy Night, Guided Reading Teacher Labs (KDG-5th grade), purchased Scholastic Short Reads for 3rd, 4th and 5th grade teachers, structured PD from our reading specialists and guidance for teachers, Lucy Calkins Units of Study for Reading and Writing, Words Their Way: AARI, Lego Story Maker, Morning Reading Intervention Program (Greenfield G-PAS), Compass Learning, Accelerated Reader, MyOn.com and a targeted March Is Reading Month – Vocabulary Parade.

To increase our level of purposeful interventions, our G-Rtl team meets on a weekly basis to progress monitor students and continue to support teachers' capacity for Tier 1 interventions. The indicators to measure this goal are included above for mathematics and reading. The G-Rtl team also meets on a monthly basis with grade level teachers for additional professional development in intervention support, academic and social/emotional curriculum support. As a Greenfield community, we will continue to create a sense of belonging for our students, through Leading Ladies and Extraordinary Gentlemen's group, as well as our Leadership groups that are created for 4th & 5th graders. The purpose is to support our Character Education, and social and emotional 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. Our SMART goal is to increase reading proficiency for all students from 2018-2021, which supports the district SMART as well. We established that by 2021, we will narrow the identified opportunity gaps in reading by up to 10% through increasing student engagement of all Greenfield students. In spring 2018, the Greenfield Instructional Leadership Team (GILT) focused 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 level. The weekly and monthly meetings with our GRTI team have proven effective with the interventions. In 2018-19 our staff has committed to Professional Development in Guided Reading and teaching strategies to continue to meet the needs of all of our learners. In 2019-20 school year, we expanded our Guided Reading efforts in 4th and 5th grade with materials and PD to continue to engage learners in reading and comprehension. Unfortunately, along with the rest of the world, this work came to an abrupt halt on March 13, 2021. As a result, we shifted our professional learning focus to Learning Management Systems, Integration of Interactive Digital Learning Platforms, Student Engagement and SEL/Character Connections. We learned from experts in the field, and began to provide our own Professional Learning Sessions for one another. Since August of 2020, we have transitioned between virtual, hybrid and F2F learning formats multiple times. Therefore, we will be continuing the School

Improvement plan we began in 2019-2020, and considering 2020-2021 a continuation of our last year of the three-year cycle.

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. LSAS 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/MI-Standards>. 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.

		RIT Mean Score				
NWEA Reading	Year	1st	2nd	3rd	4th	
Greenfield	Spring 2019	178.5	194.3	197.9	207.1	216.5
Greenfield	Spring 2018	181.1	192.8	200.5	208.5	215.1
NWEA National Norms	Spring 2015	177.5	188.7	198.6	205.9	211.8
		RIT Mean Score				
NWEA Math	Year	1st	2nd	3rd	4th	5th

Greenfield	Spring 2019	185.8	203.4	200.5	210.9	226.0
Greenfield	Spring 2018	187.6	192.3	200.3	211.3	224.5
NWEA National Norms	Spring 2015	180.8	192.1	203.4	213.5	221.4

6. At Greenfield Elementary School during the 2018-19 school year, 98 percent of parents/guardians attended a conference (98 percent for female students and 98 percent for male students). This compares to 99 percent for the 2017-18 school year (99 percent for female students and 98 percent for male students). During the 2019-2020 school year, we were at 99% of parents attending Fall conferences. However, the state-wide school closure occurred less than two weeks prior to our Spring conferences. Therefore, the spring conferences did not take place in March 2020.

We thank the Greenfield community for their continued support of our programs and activities. This past year has challenged us all, and together we have achieved much that would have previously been considered impossible. This was only possible because of our community’s unwavering trust in us, and the space and grace they gave to us throughout this journey.

Sincerely,

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