

# Greenfield Elementary



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31200 Fairfax Street, Beverly Hills, MI 48025

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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 2016-17 educational progress for Greenfield Elementary 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 me at 248.203.3210 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/f68ZsZ>, or you may review a copy in the main office at the school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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.

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. This past 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 and county 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 1<sup>st</sup> Grade Literacy Night, Guided Reading Teacher Labs, local conference with Jan Richardson, and reading specialists guidance with 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 and MyOn.com.

To increase our level of purposeful interventions, our G-Rtl team will meet 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 will also meet 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 4<sup>th</sup> & 5<sup>th</sup> graders. The purpose is to support our Character Education, and social and emotional standards for our district.

State law requires that we also report the 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 2017-2020, which supports the district SMART as well. We established that by 2020, we will narrow the identified opportunity gaps in reading by up to 10% through increasing student engagement of all Greenfield students. In the spring of 2017, 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 2017-18 our staff has committed to Professional Development in Guided Reading and teaching strategies to continue to meet the needs of all of our learners.
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. The state requires each district to administer district-selected tests in English Language Arts and Mathematics in first through eighth grades. BPS uses assessments closely tied to its curriculum. The school district assesses students in grades 1-5 each spring with the Fountas & Pinnell Reading assessment. The following Fountas and Pinnell data represent the percentages of students that scored at or above standard in 2017 and 2016. The district also administers the NWEA Math and Reading assessments in Grades 1-8. Below are spring 2017 and spring 2016 mean RIT (Rasch uNIT) scores, compared to national norm RIT scores.

<b>Fountas &amp; Pinnell</b>		<b>% Above Standard</b>				
<b>Reading - Independent</b>	<b>Year</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Greenfield	Spring 2017	92	49	88	84	68
Greenfield	Spring 2016	90	70	96	80	66

  

		<b>RIT Mean Score</b>				
<b>NWEA Reading</b>	<b>Year</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Greenfield	Spring 2017	177.5	192.6	201.1	211.1	212.1
Greenfield	Spring 2016	180.8	191.2	201.7	206.9	215.5
NWEA National Norms	Spring 2015	177.5	188.7	198.6	205.9	211.8

  

		<b>RIT Mean Score</b>				
<b>NWEA Math</b>	<b>Year</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Greenfield	Spring 2017	184.0	190.8	203.2	217.0	222.0
Greenfield	Spring 2016	188.2	193.5	202.3	214.2	220.9
NWEA National Norms	Spring 2015	180.8	192.1	203.4	213.5	221.4

6. At Greenfield Elementary School during the 2016-17 school year, 99 percent of parents/guardians attended a conference (99 percent for female students and 98 percent for male students). This compares to 98 percent for the 2015-16 school year (98 percent for female students and 97 percent for male students).

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

Sincerely,

Noelle Davis  
Principal

**NOTICE OF NONDISCRIMINATION**

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Students - Inquiries related to discrimination on the basis of disability should be directed to: Executive Director of Specialized Instruction and Student Services, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000. Direct all other inquiries related to discrimination to: Assistant Superintendent of Human Resources, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000.