

## GREEN ELEMENTARY

18530 MARQUETTE • ROSEVILLE, MI • 48066
PHONE: 586-445-5780 • FAX: 586-445-5784
WWW.ROSEVILLEPRIDE.ORG

Principal: Donna Ambrose
Secretary: Kris Muehlbrandt GSRP Control Clerk: Connie Frikken

January 27, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Green 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 Mrs. Donna Ambrose for assistance.

The AER is available for you to review electronically by visiting the following website <a href="https://bit.ly/3cnKBq7">https://bit.ly/3cnKBq7</a>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. 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 any of these labels.

Green Elementary has implemented several initiatives to combat the challenges we face. These initiatives include Direct Instruction for reading in Grades Kindergarten through Second Grade to provide



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structure and consistency in the reading instruction. Third through Fifth Grade have started a new reading series called "Wonders" that encompasses all aspects of the English Language Arts. Moreover, all instructional staff at Green Elementary are expected to implement the district's core curriculum, which is aligned with Michigan's Grade Level Content Expectations (i.e., science, social studies, physical education, etc.). For those interested in a copy of the district's core curriculum, please feel free to contact the Roseville Community Schools' Office of Curriculum at (586) 445-5688

Green Elementary has a population of over Five hundred and twenty students, consisting of GSRP pre-school and Kindergarten through Fifth grade. Most students assigned to Green Elementary are based upon district boundaries set forth by the Roseville Community Schools' Board of Education. Other children attending Green Elementary were either transferred via intra-district transfers from other schools within Roseville Community Schools or participants in the "School of Choice" option available to those students residing in Macomb County, Michigan.

To provide quality instruction, accelerate student educational growth and close the achievement gap Green Elementary has implemented: The use of Early Literacy Specialists, and Instructional Aides for third grade students in jeopardy of failing due to the Michigan Third Grade Reading Law. We also provide information nights for families whose student has been identified as needing Individual Reading Improvement Plans, families are given the opportunity to learn different ways to support their student in reading. We also use Everyday Mathematics (K-5), MAISA Writing (K-2), Reading Mastery (K-2) Wonders (3-5), and Positive Behavior Interventions and Support (PBIS). Our goal is to provide rigorous, differentiated, and academic content to meet the needs of all our students.



## ROSEVILLE COMMUNITY SCHOOLS GREEN ELEMENTARY

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Based on the 2020-2021 M-Step data the key challenges for Green Elementary are to increase student proficiency in all core subjects. The 2020-21 M-Step data reflects that the percentage of Green Elementary third through fifth graders were below the State proficiency averages in English Language Arts, Mathematics, Science and Social Studies, and extra supports are being provided to meet these challenges. Our overall percentage of math scores in 2017-2018 of students who were proficient was 10.5%, in 2018-19-11.7% of our students were proficient in math, in 2019-20 students reaching proficiency in math was at an all-time low of 4.5% due to the pandemic, and in 2021-22 9.9% of our students reached proficiency in math. In English Language Arts (ELA) 20.46% of our students were proficient in 2017-2018, in 2018-19 18.2% of our students were proficient in ELA, in 2019-20 11.8% of our students were proficient in ELA, and in 2021-2022 20.3% of our students were proficient in ELA. Although we have seen a gain in the English Language Arts proficiency we are still concerned with our scores. To address our concerns with proficiency we are introducing a new English Language Arts program "Wonders", offering Interventionist Support as well as Tutoring to Third Grade Students in the Spring. Regarding Social Studies, we have seen a decline in Social Studies scores. In 2017-18 we had a proficiency rate of 1.4%, in 2018-19 students achieving proficiency was 1.8%, in 2019-20 1.5% of our 5<sup>th</sup> Grade students reached proficiency, and in 2020-2021 0% of our students were proficient in Social Studies. To address these concerns, a new Social Studies curriculum has been implemented in grades Kindergarten through Fifth grade. M-Step testing was newly implemented in 2020-2021 during the pandemic. The initial score for this pilot test indicated that 3.1% of our 5<sup>th</sup> Grade was proficient in science. Last year 6.0% of our 5<sup>th</sup> grade students were proficient in science. To help bolster our student's science grades, a new science curriculum will be implemented in 2022-2023.



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Green Elementary School's Improvement Plan is as follows: Green's staff participated in professional development activities related to Everyday Mathematics, Wonders, and I Ready training. Green's staff have identified tiered and targeted instruction in all content areas to close achievement gaps and increase proficiency percentages for all students. Green staff will utilize Collaboration time using PLC's to effectively respond to data that reveals the needs of our students. Staff will also use formative and summative assessments to gauge the success or failure of curriculum changes, and as a means of strategizing and focusing instruction. Green Elementary has also begun the task of implementing tiers of support for our student's behavioral, and social-emotional needs using Restorative Practices and PBIS Rewards. We have also added a Student Assistant Specialist to help with our student and family's needs in these challenging times. Every year, fall and spring parent-teacher conferences are conducted at Green Elementary. Attendance for our Fall 2020 conferences was 84%. Attendance at our Spring 2021 Parent Teacher conferences was 55%.

In closing, the staff and I will continue to work hard to meet the educational needs of all the students at Green Elementary and will strive to make positive gains in academic areas.

Sincerely,

Donna Ambrose Principal-Green Elementary