

Quarton Elementary

Jill Ghiardi-Coignet, Principal · jghiardi-coignet@birmingham.k12.mi.us
Phone: 248.203.3425 · 771 Chesterfield Avenue | Birmingham, Mich. 48009



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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 Quarton. 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 Jill Ghiardi-Coignet for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2tS3Ssp> 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 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 these labels.

Quarton analyzes data at the classroom, district, and state levels annually. In this data, we have found that we need to continue working on English language arts and mathematics instruction. Our data has been consistently showing that the areas of focus for our students are around foundational skills in reading especially in the areas of phonics and phonemic awareness at the early elementary grade levels. Along with this, we have a focus on vocabulary at the upper elementary grades. Our classroom teachers, Reading Specialist, and Instructional Specialist work to ensure our instruction in these areas is on target. Data is taken and students who need additional assistance in these areas are given extra support. We utilize the building Student Support Plans (SSP) to target these areas. In addition, some of our students have been provided with High Dosage Tutoring outside of school hours.

In mathematics, our students have shown the need for improvement in numbers and operations. This was displayed in our fall iReady assessments. Our school is focusing on this mathematical concept as a building. All our grade levels are focusing on this, and it is part of our School Improvement Goals. Our classroom teachers, Instructional Specialist, and Academic Support Coach are focusing on this with students both inside and in pull out programs. Students have received small group support, and some have received outside intervention through High Dosage Tutoring.

We also analyzed data from our climate survey taken by our students in grades 3-5. It indicated that enhancing the behavior of our students could positively impact the learning of other students. Our goal is to increase the percentage of students indicating that the behavior of other students helps their learning. To create an environment that promotes student awareness of how their behavior affects others. We are doing this through Bear Den (cross grade level meetings), specific lessons by our school counselor and at our morning meetings in the classrooms. In addition, many of our staff

are going through professional learning around restorative practices. This will assist our students in understanding how their behavior affects others. We will share these strategies with families through newsletter information and presentations at our PTA meeting.

Some key initiatives have been the adoption of the following programs: a District- wide implementation of a new Math curriculum, Illustrative Mathematics, professional development on the new curriculum, implementation of a new multi-tiered system of supports (MTSS), district-wide implementation of restorative practices, as well as small group instruction.

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. Quarton Elementary is continuously working on improving student learning. Our School Improvement Plan consists of three primary goals. The first goal is to increase reading proficiency for all students. Quarton's scores on district and state assessments continue to increase each year. This school year our staff has continued to use workshop-style teaching differentiated groups, intervention skill groups, Orton- Gillingham and LETRS training, and computer programs to assist in the students' acquisition of content. Our second goal is to increase math proficiency, in relation to developing conceptual understanding and procedural fluency. This school year we have utilized many different strategies such as number talks, book studies, professional learning to implement tasks that promote reasoning and problem solving, instructional shifts and instructional practices, as well as PLC time to collaborate, share, and learn how to build our students to become thinkers, active participants, and learners. Our data from summative and formative assessments are displaying growth in students. Our final goal is for all students to develop positive social skills and self-regulation skills. Some key initiatives to support social-emotional development have been using the morning meetings, growth mindset and mindfulness techniques, culturally responsive teaching, our school-wide Bear Dens, Restorative Practices and classroom lessons provided by the building counselor.
3. BPS offers specialized schools to students within the district.
 1. 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 are not enough spaces available, a lottery is held in January to select students for the upcoming school year.
 2. 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/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. Birmingham Public Schools administered the NWEA Reading and Math assessments in Grades K-8 in 2021 and 2022. We now use the i-Ready diagnostic as of 2023. Below are Quarton's spring 2022, spring 2021, mean RIT (Rasch unit) scores, compared to national norm RIT scores as well as our Spring 2023 i-Ready diagnostic results.

RIT Mean Score

NWEA Reading	Year	1st	2nd	3 rd	4th	5th
Quarton	Spring 2022	180.4	197.2	209.9	215.2	217.4
Quarton	Spring 2021	181.4	194.9	210.0	212.0	213.4
NWEA National	Spring 2020	171.4	185.6	197.1	204.8	211.0
Norms						

RIT Mean Score

NWEA Math	Year	1st	2 nd	3 rd	4 th	5 th
Quarton	Spring 2022	185.2	202.7	210.5	217	227.6
Quarton	Spring 2021	185.9	202.5	210.4	215	221.6
NWEA National	Spring 2020	176.4	189.4	201.1	210.5	218.8
Norms						

i-Ready	Year	Subject	Goal	Score
Quarton	Spring 2023	Reading	80%	87%
Quarton	Spring 2023	Math	70%	86%

6. At Quarton Elementary School, during the 2022-2023 school year conferences were held either virtually or in person based on parent preference. Conference attendance was 97 percent (98 percent for female students and 96 percent for male students). During the 2021-2022 school year conferences were held either virtually or in person based on parent preference. Conference attendance was 92 percent (92 percent for female students and 91 percent for male students)

We thank the Quarton Elementary school community for their continued support for their programs and activities. We are pleased to present this report for your review. Please contact the district at 248.203.3000 for more information about our achievements.

Sincerely,

Jill Ghiardi-Coignet
Principal