



Dr. Jennifer Green
Superintendent

24661 Lahser Road

Southfield, MI 48033

Birney K-8

January 18, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Birney K8. 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 Tierra Baldwin, principal, for assistance.

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

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Birney K8 was not identified with any label, so no label was given.

Our continued focus is to consistently improve the number of students who are measured as being proficient on the state assessments and decrease the gap between our highest and lowest-achieving students. We are also devising plans to ensure that all students are tested (100%) during the assessment cycle. We are committed to improving the percentage of students who are proficient in both English language arts and mathematics. Efforts are also focused on enhancing progress on the social studies and science assessments to dramatically improve achievement in those content areas. Additionally, we continue to monitor and analyze data for our students who are scoring in the bottom thirty percent of the proficiency ranks to provide targeted interventions aimed at closing the measured achievement gaps. Our school is aligned with the improvement strategies identified by our district: Alignment of curriculum to content standards; Development of standard-based unit assessments to monitor progress; continued administration and data analysis of the I-Ready Assessment at least three times per year.

Process for Assigning Pupils to the School

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Students are assigned to a school based on their home address, school district boundaries, and seating availability. If the student has an IEP the school assignment is based on the program availability provided at the assigned school.

All enrollment questions are referred to the Central Enrollment Office.

- Parent/legal guardian uploads completed enrollment forms and required documentation to the Central Enrollment Office. This is done online via the Southfield Public Schools website by a parent/legal guardian. Enrollment forms and documentation are not accepted at the student's school.
- Process after enrollment papers have been submitted to the enrollment office:
- New student information is entered into MI-Star in the Central Enrollment Office.
- Building secretaries and/or counselors are notified via MI-Star notification. Student Data forms and transcripts (grades 9-12 only) are mailed to the secretary immediately.
- Secondary only – Parents and students are advised to call counselors or secretaries to schedule appointments.
- 30-day placements are completed in the Student Services office. The caseload teacher and principal are notified of new Special Education students and sent a copy of the IEP.
- Completed Enrollment forms, report cards, and transcripts are sent to the building within 24 hours.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN (SIP)

- The Birney K-8's School Improvement (SIP) was revised in 2021 after careful analysis of demographic perception, school process data, and student achievement data.
- This is a living document and is revised annually based on new data. Our plan is aligned with the District Improvement Plan and includes four goal areas: Mathematics, English Language Arts, Science, and Social Studies.
- Based on the plan, staff will develop and implement lessons in the core curriculum areas that are aligned with the goals and objectives of the SIP.
- Dedicated time during staff meetings and school/district professional development days allows staff to have meaningful discussions regarding the implementation and success of various strategies.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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Birney K-8- has fine arts programming embedded within the student's daily curriculum. K-8th grade students can participate in fine arts programming such as choir, band, visual arts, and dance classes. We have established several community partnerships that assist with enhancing our programming.

The Bussey Preschool - All Bussey programs including Head Start and Great Start are accredited by the National Association for the Education of Young Children and licensed by Michigan's Family Independence Agency.

Kennedy Learning Center- Kennedy Learning Center is a K-12 and Post-Secondary School that provides quality educational experiences for special needs students in an environment conducive to learning. Our program hinges upon dynamic collaboration between key constituents such as caregivers, parents, students, teachers and social workers. Each student has an individualized program that is comprehensive and functional while addressing their future needs in the home, school and community. The school serves students ages 5-17 and young adults ages 18-26. Kennedy Learning Center Work Skills students currently participate in offsite Work Based Learning at Southfield A&T High School with a job coach.

Levey Middle School features an Integrated STEAM Program (Science, Technology, Engineering, Arts, and Mathematics) designed for students with a keen interest in these disciplines. Admission to this dynamic program is determined through a selective application process.

Stevenson Elementary- A United Way for Southeastern Michigan Community School. A Community School is a neighborhood hub that students, families, staff and the surrounding community can take pride in. These groups all play a vital part in the success of the school, helping ensure that every student is successful. Community Schools offer academic support, social and emotional learning, and health and wellness resources. United Way for Southeastern Michigan's Community Schools model focuses on: Integrated Student Supports, Family and Community Engagement, Expanded Learning Time and Opportunities and Collaborative Leadership.

University Elementary University Elementary School is a rigorous exam school that nurtures young learners with a student-centered curriculum focused on academic excellence and personal growth. Our scholars explore STEMM (Science, Technology, Engineering, Math, and Medicine) and Social and Emotional Learning (SEL) through engaging, hands-on experiences.

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With strong family and community support, students develop critical thinking, creativity, and communication skills, preparing them for future success in a diverse and ever-changing world.

University Middle School Academy University Middle School is a competitive exam school that challenges students with a rigorous, student-centered curriculum focused on academic excellence and personal growth. Scholars engage in STEMM (Science, Technology, Engineering, Math, and Medicine) and Social and Emotional Learning (SEL) through hands-on projects and real-world experiences. With strong family and community support, students develop critical thinking, collaboration, and leadership skills, preparing them for high school, college, and beyond.

University High School Academy -is an exam school with a rigorous, student centered curriculum and a balance of educational engagement that supports the whole child. University offers our scholars an opportunity to graduate with an AP capstone diploma and a seal of biliteracy. Our families and community are supportive of the forward-thinking projects and exposure to learning outside of the classroom. Integrating programming that supports STEMM (science, technology, engineering, math and medicine) and SEL (Social and emotional learning) our scholars are truly prepared to impact the world.

Vandenberg World Cultures Academy, Thompson K-8 International Academy, and Southfield High School for the Arts and Technology: The school district now has three magnet ESL/bilingual schools. In an effort to provide improved rigor, consistency, and best practice, the elementary, middle and high school English language learners will be housed in an appropriate socio-cultural environment that is academically and cognitively challenging.

Thompson K-8 International Academy and Southfield High School for the Arts and Technology are also IB World Campuses and join the community of state, private, national and international schools from every region of the world offering IB Programs. These are schools that share a common philosophy-a commitment to the high quality, challenging, international education that is important for student success on a global level.

These are schools that share a common philosophy of commitment to high-quality, challenging, and international education that this school district believes is important for our students.

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Core Curriculum Access

The process of developing and implementing a curriculum that is consistent with state and federal mandates is an ongoing process with teacher-led curriculum writing teams being convened annually to develop, refine, and realign existing curriculum. The Division of Instruction has provided ongoing awareness sessions and workshops dedicated to providing district administrators, teachers, and appropriate staff with information and guidance regarding the implementation of the district core curriculum in the classroom. The district core curriculum is formatted utilizing the Understanding by Design framework for developing the curriculum. As a formatting method, this is a variance from the Michigan Department of Education (MDE) model, however, it does not change or deviate from the concepts or content contained in the MDE Standards. In addition, the district is transitioning to the utilization of the Atlas platform to standardize implementation of core content over the next 2-4 years. The district is following an approved model and is being supported through this process by the ISD. (Oakland). The district has executed two internal audits to assess the current status and build out the next steps.

Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

The only tests students will take this year are PSAT, M-STEP, MI-Access, WIDA for ELL, I-Ready, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Parent-Teacher Conference

Parent involvement is important for a student to experience academic success. During the 2023-2024 school year Parent-Teacher Conferences, approximately 82% of our parents attended representing 373 students. This represents an increase over last year due to allowing parents to sign up for in-person conferences on one day and virtual on a different day, while participation increased we are still striving for 100%. Parental turnout may be a result of families having immediate access to their student's progress via MiStar Parent Connect and other forms of electronic communication. The convenience may cause parents to bypass formal conferences to meet with their child's teacher.

Closing

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Birney K-8 is a community school that strives for continuous school improvement. We are committed to working with stakeholders to provide every student with the highest quality education within a safe and nurturing environment. We are dedicated to improving overall proficiency and will continue our efforts to demonstrate continuous school improvement each school year.

Sincerely,

Tierra Baldwin

Tierra Baldwin, Principal

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