



Dr. Jennifer Green
Superintendent

24661 Lahser Road

Southfield, MI 48033

School Annual Education Report (AER) Cover Letter

February 6, 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 Levey Middle 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 Ms. Sonia Jackson for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2uw2ewI> or you may review a copy in the main office at your child's school.

For the 2021-22 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. Levey Middle School was identified as a TSI School. A TSI school is one that has at least one underperforming student subgroup.

Our continued focus is to consistently improve the number of students that are measured as being proficient on the state assessments and decreasing the gap between our highest and lowest achieving students. We are committed to improving the percentage of students that are proficient in both English language arts and mathematics. Efforts are also focused on improving 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 that are scoring in the bottom thirty percent of the proficiency ranks to provide targeted interventions aimed to close the measured achievement gaps.

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Our school is aligned with the improvement strategies identified by our district: Launch of MIExcel Blueprint for advancement and accelerate student achievement; Alignment of curriculum to content standards; Development of standard based unit assessments to monitor progress; continued administration and data analysis of i-Ready Measures of Academic Progress Assessment at least three times per year.

Levey Middle School will increase the target proficiency rate of the number of our bottom 30% students by focusing on closing the achievement gap between our top 30% and bottom 30% groups.

We will close the achievement gap by:

- continuing to analyze our test data to identify at risk students
- assigning students in the bottom 30% to academic support classes that address deficiencies
- providing Title One support during and after school and
- implementing or continuing twice a week homework club after school.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL—

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 brings completed enrollment forms and required documentation to the Central Enrollment Office. This is done in person 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.
 - The building secretary and/or counselor are notified via MI-Star notification. Student Data form and transcript (grades 9-12 only) are mailed to the secretary immediately.

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- Secondary only – Parents and students are advised to call a counselor or secretary for scheduling 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 form, report cards, and transcripts are sent to the building within 24 hours.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN—

In 2020 The Michigan Department of Education revised the School Improvement Process. The school improvement process was revised to the Michigan Integrated Continuous Improvement Process (MICIP). Levey will follow the district MICIP plan. Southfield Public Schools MICIP Plan is to bolster district wide systems of support designed to increase student academic achievement by 7% by June 30, 2023 and build the capacity of social emotional learning for all stakeholders. This is a living document that is revised throughout the year based on stakeholder data. MICIP Plan focuses on establishing equity in accessibility to our district wide systems that address social-emotional and academic supports. Southfield Public Schools will concentrate on engaging students in their learning and as a result will achieve higher proficiency levels in their instruction, assessments, and overall well-being. Dedicated time during staff meetings and school/district professional development

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL—

Southfield Public Schools offers specialized programs that provide students and parents with choices to meet their needs. Programs include:

Birney K-8 has fine-arts programming embedded within the student’s daily curriculum. K-8th grade students are able to participate in fine arts programming such as choir, band, visual arts and dance classes. We have established a number of community partnerships which assists 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.

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Levey Middle School offers an Integrated STEM Program (science, technology, engineering, and math) for students who demonstrate a strong interest in these areas. An application process determines who will attend this innovative program.

MacArthur K-8 University Academy is an application K-8 school of choice within Southfield Public Schools. MacArthur K-8 University Academy has partnerships with The University of Michigan-Dearborn, the Engineering Society of Detroit, and Michigan First Credit Union.

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.

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.

University Middle School Academy is an examination/application school for students in grades 6-8. It is housed on the Lathrup Campus with a rigorous curriculum which has a balanced focus on the four core academic content areas of English language arts, mathematics, science, and social studies.

University High School Academy and University High School Preparatory Academy- is a school for parents and families who are highly motivated and who demonstrate a strong interest in Integrated STEM (science, technology, engineering, and math). This examination/application high school partners with the University of Michigan-Dearborn and Michigan First Credit Union. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and to make decisions conducive to personal growth.

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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.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL—

The process of developing and implementing curriculum that is consistent with state and federal mandates is an on-going process with teacher-led curriculum writing teams being convened annually to develop, refine, and realign existing curriculum. The Division of Instruction has provided on-going 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 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. The district is utilizing the Atlas Rubicon platform to standardize implementation of core content. The district is following an approved model and is being supported through this process by Oakland Schools, our local ISD. The district has executed two internal audits to assess current status and build out next steps.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS—

The standardized tests students took last year at Levey were M-STEP, MI-ACCESS, PSAT, WIDA and iReady. The iReady assessment was completed three times during the school year.

Parent Teacher Conferences

Parental involvement is important for a student to experience academic success. At Levey's 2021-2022 Parent-Teacher Conferences, 60% of our parents attended representing 340 students. 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.

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Closing

Levey Middle School is a community that has dedicated students, staff, and parents that strive for continuous improvement. During March of 2020, students transitioned to the district's remote learning plan for the remainder of the 2020-2021 school year to accommodate the country wide shut down as a result of the COVID-19 pandemic. February 2021 the district transitioned to hybrid/remote learning model providing families the choice to accommodate families. Students had the option to attend class in-person in the mornings, join remotely from home in the afternoons, and/or benefit from all-day in-person instruction (if they were identified as being a part of the special populations community). There is no doubt that teaching and learning in the midst of a global pandemic has been challenging, but I am deeply encouraged by the eagerness of our students to reach their greatest potential. Our staff of highly qualified teachers work tirelessly to support the growth of each and every student; every day and in every way. We will continue to strive for improved academic achievement to prepare our students to be college and career ready. As we look forward to the 2022-2023 school year our focus is on implementing strategies and goals to support learning loss due to COVID-19 pandemic with Multi-Tiered Systems of Support and an emphasis on Social and Emotional Learning.

Respectfully,

Sonia Jackson

Sonia Jackson, Principal

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