

# Alameda Early Childhood Center

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## 2010-2011 Annual Report

### Principal

Nancy Ely

### About Our School

Alameda Early Childhood Center serves 333 students (175 females, 149 males) in pre-kindergarten classes. There are nine Community Education teaching staff, six FEA teachers, and five FEA ancillary support staff to meet student needs.

### School Mission Statement

The mission of the Farmington Early Childhood Program is to provide a safe and nurturing learning environment where students, staff and families embrace their diversities and develop a sense of themselves. We believe that all children should have the opportunity to develop to their fullest potential with a curriculum that is delivered in a developmentally appropriate way that instills a love of learning. Our mission is to provide a successful entry into the school experience.



## Alameda School Improvement Goals

1. Children will acquire knowledge of their community, and will be able to identify community workers and their roles.
2. Children will participate in age appropriate math activities in the classroom by using a variety of manipulatives and strategies.
3. Children will begin to acquire scientific knowledge related to physical science.

## Progress on School Improvement Goals

1. Alameda staff concentrated on improving dramatic play centers to include hands-on experiences with community workers. Children participated in activities including, fire station, farmer, teacher, doctor, mailman, painter, pilot, truck driver, train engineer, and police officers. Children participated in real life field trips to the library, the farm, the post office and the fire station. Children had visits from a police officer, firefighter, dentist and an optometrist.
2. Alameda staff provided math centers in each classroom where documentation of age-appropriate math skills could be observed and recorded. In three-year old classes, 80% of children were able to complete age appropriate sorting activities. In four-year-old classes, 11 of 19 were able to count more than 20 concrete objects.
3. Alameda staff provided science centers and activities within the classroom to extend the curriculum which is taught in the special science classroom. All groups of children participated in activities such as freezing and melting activities, living and non living plant activities, sinking and floating activities, magnet play and discovering the five senses. Classes also developed observation skills with outdoor activities centering on the seasons.

For detailed information go to: [www.farmington.k12.mi.us/schools/annualreports](http://www.farmington.k12.mi.us/schools/annualreports)

## District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Standardized tests are used to compare student performance against State (Michigan Educational Assessment Program also known as the MEAP and Michigan Merit Exam) and national (ACT Series and Iowa Tests of Basic Skills) results. In addition to standardized tests, end of grade, term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes. We assess all of our elementary students annually with Iowa Tests of Basic Skills, Fountas & Pinnell reading assessment, and 6+1 Writing Traits assessment to determine skill levels in mathematics and English Language Arts.

## Elementary School Curriculum Development

Curriculum maps (K-12) and common assessments continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each grade level. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Research-based strategies are incorporated into the maps as learning and teaching tools. The elementary math committee, following the District Frameworks process, examined math programs representing research-based math strategy instruction and a match for our students. The Bridges elementary math program is in its second year of implementation. Reader and writer's workshop continues to be a District direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card is utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

## Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2010-2011 Total: 328

Females 177; Males 151

## Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School\*
- Farmington Central High School
- Oakland Technical Center
- Visions Unlimited

\*For detailed MI Access information, [click here!](#)

## Learner Profile

### Students will exhibit these characteristics:

- Knowledgeable
- Resourceful Problem Solver
- Communicator
- Interdependent Team Member
- Lifelong Learner
- Global Citizens
- Healthy Individual
- Culturally Competent

## National Education Legislation

(NCLB). This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Accreditation System to meet the needs of all our learners

## School Accreditation at Alameda Early Childhood Center

No Child Left Behind (NCLB) requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (partially proficient and not proficient) of achievement by 10% ("safe harbor"). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group.

Title 1 is a federally funded program to aid and assist economically disadvantaged children to gain equal access to standard curriculum. Under the targeted assistance status, the selected schools must generate lists of targeted students based on academic and social need. Based on the poverty rate, four elementary schools, one upper elementary school and one middle school were eligible and selected to receive Title One targeted assistance.

Title I Schools include Beechview Elementary, Gill Elementary, Lanigan Elementary, Wood Creek Elementary, Power Upper Elementary and East Middle School. None (0%) of these schools have been identified for school improvement.

The 2010-11 year's school improvement process focused School Data Profile/Analysis, State-required building school improvement plans, and supporting NCA District Accreditation. In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

The Michigan School Accreditation System (MI-SAS) will replace Education YES! in the 2011-12 school year and will be based on student achievement and compliance with Michigan statutes. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

For detailed information go to: [www.farmington.k12.mi.us/schools/annualreports](http://www.farmington.k12.mi.us/schools/annualreports)

## Farmington Public Schools' District Accreditation

During the 2008-09 school year, Farmington Public Schools began the process of District Accreditation from North Central Association Commission on Accreditation and School Improvement (NCA CASI). District Accreditation is a systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the education system - the district, school, and classroom - work together to meet the needs of students.

District Accreditation applies the three pillars of accreditation - high standards, continuous improvement, and quality assurance – to the entire District to ensure alignment and support between and among all the departments and operating units of the District and its schools. The District Accreditation process provides the District with a comprehensive framework for continually improving student learning and District effectiveness.

In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. The Quality Assurance Review (QAR) Team included eight members, four educators from Wyoming, Oklahoma and Indiana and four from Michigan. The team interviewed 195 Farmington stakeholders, reviewed artifacts for the 63 indicators and evaluated Farmington using each of the seven AdvancED standards. Findings were based on the team's ratings on evidence that was aligned with the seven AdvancED standards and related indicators. The following seven standards were judged and Farmington's ratings from Highly Functioning, Operational, Emerging or Not Evident are noted:

## Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District for the 2009-2010\* school year.

FHS 95.30%

HHS 90.16%

NFHS 96.34%

FCFS 38.89%

District

2009-2010 89.20%

2008-2009 85.05%

For detailed information go to: [www.farmington.k12.mi.us/schools/annualreports](http://www.farmington.k12.mi.us/schools/annualreports)

*\*2010-2011 graduation data was not available at press time.*

1. Vision and Purpose - FPS is Highly Functioning
2. Governance and Leadership - FPS is Highly Functioning
3. Teaching and Learning - FPS is Highly Functioning
4. Documenting and Using Results - FPS is Operational
5. Resource and Support Systems - FPS is Highly Functional
6. Stakeholder Communications and Relationships - FPS is Highly Functional
7. Commitment to Continuous Improvement - FPS is Operational

Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

## District employs only highly qualified staff

All teachers employed by Farmington Public Schools have earned "highly qualified" status, as defined by the No Child Left Behind Act. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in the State of Michigan. Some of these requirements include: passing the Michigan Test for Teacher Certification (MTTC) subject content examination for various subjects taught, earning an academic major in the content area, earning a Master's Degree in a related area, earning National Board Certification, teaching for at least three years AND earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio.

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## Points of Pride

1. Alameda Early Childhood Center is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC, based in Washington, D.C., is a professional organization for early childhood educators. It sets standards and provides resources to educators and is designed to promote and improve early childhood education. There are 400 criteria within 10 program standards to prove a program meets the group's standards. A school must meet 80 percent of the total criteria. The Ten Standards of High-Quality Early Childhood Education include:
  1. Programs promote positive relationships for all children and adults to encourage each child's sense of individual worth.
  2. Programs implement a curriculum that fosters all areas of child development: cognitive, emotional, language, physical, and social.
  3. Programs use developmentally, culturally, and linguistically appropriate and effective teaching approaches.
  4. Programs provide ongoing assessments of a child's learning and development and communicate the child's progress to the family.
  5. Programs promote the nutrition and health of children and protect children and staff from injury and illness.
  6. Programs employ a teaching staff that has the educational qualifications, knowledge and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
  7. Programs establish and maintain collaborative relationships with each child's family.
  8. Programs establish relationships with and use the resources of the community to support the achievement of program goals.
  9. Programs provide a safe and healthy physical environment.
  10. Programs implement strong personnel, fiscal, and program management policies so that all children, families and staff have high-quality experiences.
2. Of the 10 standards, Alameda received a perfect 100% score on nine of them. Four of those, in fact, were 100 + — assessment of child progress, families, community relationships and leadership and management! Individual classroom scores averaged 97%!  
Alameda is one of 215 Early Childhood Centers in the state of Michigan currently accredited under NAEYC. Farmington Community School Early Childhood Center and Alameda Early Childhood Center are the only NAEYC Accredited Early Childhood Centers in Farmington and Farmington Hills. NAEYC Accreditation is the highest standard of quality an early childhood program can receive.
3. Alameda continues to reach out to our school families through a wide variety of family orientated activities. This year the following family activities were held with an average of 80% participation:
  - a. **Family Fun Night** — an open house event to familiarize families with each other and our school.
  - b. **Fall Friends and Family Pumpkin Hunt** — A Family Pumpkin Hunt through the Alameda Naturescape. Classes decorated the trails with pumpkins made to resemble animals. Stories were told and songs were sung in the Naturescape Story Land. Donuts and cider were served and fun was had by all!
  - c. **Winter Sing** — A spectacular school-wide event where our young students recite and sing their favorite winter songs and present finger plays for their families.

- d. **Bed Time Stories** – A bedtime reading event and exploration held in conjunction with the PTA spring Book Fair.
  - e. **Purple Parades** – A special event for children and their families to celebrate April as the Month of the Young Child.
  - f. **Science Fair** – An outstanding annual event for families to participate with their children in science! The science fair theme this year transformed Alameda Early Childhood Center into a giant red barn which assisted in teaching the children farm animal characteristics.
  - g. **Outdoor Days** – A special day in May for our children to enjoy outdoor activities and the spring weather!
4. The wonderful Alameda PTA and parent volunteers continue to support early learning in many different ways. This year, the PTA generously assisted with funding to update the playground. New items include a Thomas the Train tunnel set, two new colorful climbers, updates to other equipment, new swings, and a safe wood chip surfacing. Funding was also provided to sponsor many of our evening and daytime events. The PTA also provided several thousand dollars that allowed staff to attend additional trainings, and provided additional funding for supplies and enrichment activities for our students and staff. The Alameda PTA also provides baby sitting so that parents are able to attend and participate in the monthly PTA meetings.

## Challenges We Face

1. While Alameda enjoyed another year of record enrollment, space for additional classrooms is needed. All morning classes offered are full for the 2011-2012 school year with significant waiting lists. There are only a limited number of spaces available for afternoon programs. All classrooms are utilized both mornings and afternoons.
2. Our staff work hard to maintain our developmentally appropriate curriculum with growing academic pressures. Additional time and funding for professional development is needed.
3. We truly believe that parents are our student's first and most important teachers. Our parents need more opportunities for parent education that are ongoing and provide them with the support they need to raise happy, successful children.
4. We continue to advocate for secure and reasonable funding so that all Farmington and Farmington Hills children can access preschool. Research has proven that access to quality early childhood education helps children grasp the beginning reading, writing and social skills they need to do well in kindergarten. These skills will prevent learning gaps later in school and is an excellent investment, which can bring great results to both schools and communities in the future.