

Beechview Elementary School

26850 Westmeath Street • Farmington Hills, Michigan 48334 • 248.489.3655

2010-2011 Annual Report

Principal

2010-2011 Dr. Sharon Cooper
2011-2012 Shawndra Hertton

About Our School

Beechview Elementary School serves 355 students (160 females, 195 males) in grades K-4. There are 25 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

The Beechview School learning community provides a safe environment where ALL students feel valued, set and achieve goals, grow in their love of learning and discover and develop their unique abilities as citizens in a changing world.

MEAP Scores

For detailed MEAP information, [click here!](#)

Beechview School Improvement Goals

1. All students will increase their reading comprehension skills.
2. All students will improve their writing skills.
3. All students will improve in their mathematics application skills.

Progress on School Improvement Goals

Reading

1. School-wide implementation of best practices in a Balanced Literacy program, including Guided Reading, Readers' Workshop (Lucy Calkins), Soar to Success, and Read Naturally.
2. Ongoing assessment of student achievement with Fountas & Pinnell and Beechview grade-level assessments. Leveled Literacy Intervention support for students below grade-level targets. All staff trained with Fountas & Pinnell Benchmark assessment.
3. Continued implementation of Readers' and Writers' Workshop K-4.
4. Title I literacy support with paraprofessionals and with before and after-school SMART clubs (Studying Math and Reading Together) for targeted students in comprehending informational text and summarizing the key ideas and details.
5. Successful and motivating school-community reading focus, Parent-School Compact, Birthday Books, Authors' Visits, Book Parade, Guest Readers, "6 Books in 1 Summer" with support from West Oaks Civitan.

Writing

1. Every trimester, each grade level set and met SMART goals with measurable targets for student achievement.
2. Assessment using common grade-level rubrics with District and Beechview-developed writing prompts analyzed in PLCs.
3. Daily Five and Café practiced in classrooms.
4. Title I literacy groups and targeted students in before and after-school SMART Clubs with writing focus on ideas, content and organization.
5. Continued implementation of Lucy Calkins Writers' Workshop.
6. PTA-sponsored support: Author in Autumn, purchase of Writers' Workshop materials and other literature for teachers to coordinate with staff training.

Math

1. Full implementation of Bridges mathematics curriculum K-4.
2. Common unit assessments by grade levels and District assessment.
3. Student achievement data analyzed in grade-level PLCs.
4. Math curriculum enhanced for students through hands-on exploration, differentiation, and Math Pentathlon.
5. Compass Learning computer program used K-4 in school and available for home use.
6. Professional development for K-4 teachers on Bridges math curriculum throughout the school year.

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.



Parent Participation

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

2010-2011 Total 355

Females 160; Males 195

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

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.

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 Beechview Elementary School

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 2011-2012 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

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.

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%

FCHS 38.89%

District

2009-2010 89.20%

2008-2009 85.05%

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

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:

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. We are proud of our climate of caring and commitment at Beechview. Positive relationships and mutual respect support the learning process for all and is reflected in our student achievement. Our community of students, staff and parents model caring and commitment as we work and learn together, listen to each other, and respect all. We are proud to be known as a warm and welcoming school and a great place to learn.
2. We are proud of our wonderful students. In our Positive Behavior Intervention Support program, students were recognized for following our BEE procedures: Be Excellent Everywhere! We celebrated learning with many special events such as poetry readings, Blues Café, and before and after-school SMART clubs (Studying Math and Reading Together). Our first Destination Imagination Team went to State Finals. Students used Star Strategies to resolve conflicts and develop as responsible citizens. Community service included the Goodfellows canned food drive, collection for Toys for Tots, Book Buddies, and fund raising for Pennies for Patients.
3. We are proud of our Beechview staff. Our school improvement goals of reading, writing and math provide our focus and direction for student learning and staff development. All teachers participated in weekly Professional Learning Communities (PLCs) to review student achievement and plan instruction. Our staff members are lifelong learners with lunch book clubs, graduate coursework, Galileo Leadership, District Committees, and other professional development. We began our first year of training with Instructional Consultation (IC), and now 13 staff members are part of our IC Team. All classroom teachers received training in Bridges mathematics curriculum that will be implemented next year.

4. We are so proud of our strong parent and community involvement. Almost all of our 360 families have at least one member who is an appreciated Beechview volunteer! Our PTA supports student learning through assemblies, field trips, Learning is Fun Together (LIFT), Science Fair, Fun Run, Talent Show, the purchase of an interactive white board, and many family activities throughout the year. Within our greater community, the West Oaks Civitans have generously helped Beechview students for several years with books and picnics for “6 Books in 1 Summer,” life-sized book characters to motivate readers, Parent Literacy Nights, and many other activities. These West Oaks Civitans were honored as recipients of the 2010 Farmington Public Schools’ District Outstanding Partnership Award!
5. Diversity is strength at Beechview, and it is celebrated in many ways. Multiple perspectives, varied experiences, and understanding of those who are similar and different from ourselves help us all grow and work for a better future. On our wonderful International Day, we all benefitted from the rich diversity of cultures represented throughout our population.

Challenges We Face

1. Meeting the needs of each learner is a goal and a challenge for educators. As we strive to comply with the No Child Left Behind Act, we must continue to increase resources and strengthen our knowledge and application of strategies and interventions. Raising student achievement for every child remains our goal and our challenge while striving to meet their academic, emotional and physical needs.
2. All Farmington Schools’ elementary schools were reconfigured to grades K-4 beginning 2010-2011. The resulting changes in students and staff will bring challenges as we maintain our high expectations for learning and sense of community at Beechview.
3. Safety is always our number one priority. Our Beechview Crisis Team regularly reviews safety plans, and all staff members are aware of District emergency procedures. We will continue to provide a secure and safe environment for all of our students and families.
4. The economic crisis in our state is a very real challenge for Beechview, our District, and all public schools in Michigan. The state funding of K-12 education has not kept up with the cost of educating our children, and further shortfalls are projected. While we continue our goal of quality education for each child, Farmington Public Schools have made more than \$31 million in reductions since 2002 and will make additional significant reductions this year. Our state is to be applauded for setting high educational standards for all, yet we urgently need to reallocate public school funding for the success of our children and for future generations.