

Forest Elementary School

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2010-2011 Annual Report

Principal

2010-2011 Rosemarie Simon

2011-2012 Steve Vercellino

About Our School

Forest Elementary School serves 402 students (224 females, 178 males) in grades K-4. There are 21 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

The Forest School community creates a safe, caring, and motivating learning environment that empowers students to grow into contributing leaders in a changing world.

MEAP Scores

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

Forest School Improvement Goals

1. All students will demonstrate proficiency in reading
2. All students will be proficient writers.
3. All students will demonstrate proficiency in math.

Progress on School Improvement Goals

Goal Area: Writing

1. The Forest staff continued to provide a greater understanding of student writing expectations to all families through newsletters, curriculum night and conferences.
2. Each grade level, through Professional Learning Communities developed a specific, measurable goal related to writing performance. Grade levels conducted formative assessments to measure the effectiveness of instructional strategies selected to support student writing at their grade level.
3. Students in grades Kindergarten through Fourth were given at least three opportunities to respond to prompts using prior knowledge and experience. These prompts were used to measure proficiency in writing.
4. The Forest staff continues to use the Writers' Workshop model of instruction, District-wide fall and spring writing prompt assessment results, the 6+1 Writing Traits and assessment rubrics to guide instruction and student learning.
5. The Forest Staff continues to use Smart technologies such as interactive whiteboards to support writing instruction in grades 1-4.

Goal Area: Reading

1. All classrooms used the Readers' Workshop model of instruction. The strategies that support student comprehension skills include: teaching students how to select "just right" books, teaching mini lessons in literature, conferencing with students, teaching students to make connections such as text to self, text to text and text to world, and teachers modeling these strategies through teacher read aloud.
2. Teachers continue with the implementation of Fountas & Pinnell Benchmark Assessment and Iowa Test of Basic Skills to target student needs and strengths to develop specific interventions to improve reading comprehension.
3. All teachers created grade level SMART goals specific to reading and writing instruction.
4. Forest staff continues to use reading comprehension vocabulary and strategies as indicated in the school improvement plan.

Goal Area: Math

1. Teachers implemented the Bridges Resources in classrooms along with numerous supplemental materials as needed. Teachers utilized math coordinators to assist with Bridges classroom implementation.
2. Each grade level classroom teacher developed a specific, measurable goal related to math performance. Grade levels conducted formative assessments (pre/post unit assessments and teacher generated measures) to monitor the effectiveness of instructional strategies selected to support student math achievement at their grade level.
3. Teachers administered the Iowa Test of Basic Skill as the End-of-the-Year District Math assessment.
4. Teachers used the Bridges Math Resources in classrooms. Teachers implemented the components of Bridges Math which relate to targeted daily practice of math concepts. All staff received training throughout the year in Bridges Math.
5. The implementation of Smart technologies interactive whiteboards was also used to support math instruction.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports/index.php

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 402

Females 224; Males 178

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

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 Forest 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 2011-12 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

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%

FCFS 38.89%

District

2009-2010 89.20%

2008-2009 85.05%

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

**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.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Points of Pride

1. Classroom teachers continued in professional development to learn the "basics," as well as many advance applications of the Smart board response systems. All students in grades first through fourth were learning with the use of the Smart board classroom each day.
2. The Forest school community enjoys a wonderful partnership with Forest faculty and PTA. Together they provided enrichment activities for children, such as: Art Smart, Junior Achievement, Math Pentathlon, Family Fun Nights, Forest School Carnival, Forest Fun Run, Field Day, Barbecue Picnic Lunch, Seasonal Classroom Parties, four School Assemblies, PTA Reflections, Donuts with Dads, the Science Fair and a Student Variety Show. We had 100 percent of our fourth graders participate in Book Parade and attend the MADD CAPP Puppets Assembly.
3. Forest students continue to demonstrate solid academic performance. In all areas tested on the Fall 2010 MEAP, Forest Elementary School demonstrated a greater rate of success than the Michigan statewide average.
4. Our Forest Green Team achieved Michigan Green School status. They met 10 state initiatives to earn this award. Activities such as recycling throughout the school, recycling in our cafeteria, turning off lights and computers when not in use, as well as moving towards communicating electronically to the community thus reducing the amount of paper used, were initiated and continued throughout the year.
5. Our student council promoted several community service projects: Goodfellows canned food drive, Hope badge sale to support the victims of the Japanese tsunami, mitten drive for Salvation Army, and Project Night for homeless children.
6. This year we proudly opened the first Forest student-run LOC Credit Union. Student branch managers conducted banking transactions every Tuesday at Forest in partnership with the Farmington LOC Credit Union.

Challenges We Face

1. With the decreased funding from the state, we are challenged to provide the same level of programs, resources and staffing that we are accustomed to; we will have to continue to do more with less. We will have to work creatively and collaboratively with our community to provide the same high level of support and student achievement that we are accustomed to.
2. With the changing of the structure of our elementary schools to a K- 4, changes to our staffing and our student population, we continue to work together with our community to build the caring community where excellence in student achievement is at our forefront.
3. Our staff will continue to use data to focus our Grade Level Professional Learning Communities (PLCs) on increasing learning for all students. The data coming from standardized and common assessments in conjunction with anecdotal records and teacher observation, will continue to drive instruction. This data used in a well-timed manner will empower our staff to meet the needs of our many diverse learners.
4. Even with the large budget cuts, we need to continue to meet the needs of our students and staff with the use of technology. We need to continue to provide professional development and student use of Smart technology interactive white boards and response systems, wikis, Compass Learning, Pearson Inform, laptops, document cameras and notepads. With the use of technology, we will improve our parent communication, as well as, reduce the amount of paper helping us move toward a greener school.
5. With an ever changing learning community, we need to continue to provide professional development to our staff on how to meet the diverse needs of our student population. We have a diverse group of learners including bilingual, cognitively and emotionally impaired, cultural and religious population, as well as a diverse socioeconomic community. This great diversity brings opportunities for learning and acceptance.