

Hillside Elementary School

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2010-2011 Annual Report

Principal

Pam Green

About Our School

Hillside Elementary School serves 553 students (281 females, 272 males) in grades K-4. There are 37 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

Hillside Elementary, in partnership with parents, students, and the community, will provide a safe environment and encourage each student to achieve a high level of academic performance. Students will be empowered to achieve their personal best as they become responsible, respectful, and cooperative citizens. Students will, in turn, become thoughtful problem solvers, effective communicators, life-long learners, and healthy individuals who exhibit a sense of pride and respect for one another in an ever-changing world.

MEAP Scores

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

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2010-2011 Goals

Writing – All students will improve their writing proficiency.

Math - All students will improve their ability to solve problems in the area of mathematics using specific math problem solving strategies.

Reading - All students will improve in the area of reading comprehension.

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

Progress on School Improvement Goals

Math:

1. Grade level teams taught specific math problem solving strategies using the Bridges Math program. There was a focus on the following strategies:
 - Estimation
 - Questioning
 - Finding patterns
 - Writing/Creating equations
 - Making tables
 - Writing number sentences
 - Draw a picture
2. All instructional staff was trained in the implementation of the Bridges Math program.
3. Number Corner was implemented in every classroom. Students engaged in finding patterns and making predictions.
4. Inquiry-based math instruction was implemented in each classroom.
5. Math manipulatives were used as part of the math program.
6. Higher level question stems allowed for differentiation of instruction in all classrooms. Students were required to explain their thinking and look for other possible solutions.
7. Math vocabulary was introduced as part of the learning process.
8. Teachers used the Bridges math web site to support instruction.
9. Instructional observations focused on mathematic instruction.

Reading:

1. Teachers implemented all components of Reader's Workshop.
2. Several teachers implemented "Daily 5" and "The Café" to enhance their instructional practice.
3. Teachers observed Reader's Workshop in each other's classrooms.
4. Teachers used PLC (Professional Learning Community) time to exchange mini lessons and review student data.
5. All grade levels created data boards to monitor literacy progress.
6. Several teachers utilized literacy coaching to support their instructional practices.
7. Students who were below expectations received literacy intervention as well as small group instruction.
8. All grade levels created a home reading expectation. Many required reading logs to support the program.
9. Third and fourth grade students participated in the Book Parade program.
10. Reading enrichments were offered for students such as Junior Great Books.

Parent Participation

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

2010-2011 Total 553

Females 281; Males 272

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

11. During March is Reading Month, students participated in a reading contest.
12. Students who did not meet end-of-the-year benchmarks were given a summer reading packet to complete over the summer.
13. Classroom lessons focused on comprehension within, beyond, and about the text.
14. Lessons also focused on inferring, questions, and visualizing.
15. Classroom libraries were established. Libraries were leveled using the Fountas and Pinnel leveling system.

Writing:

1. Grade levels established SMART goals in the area of writing.
2. PLC's (Professional Learning Communities) were used to review data and plan for instruction.
3. All classroom teachers used the Writer's Workshop model and supported the program with the Six + One Traits of Writing.
4. Students were formally assessed in the fall and spring. Teachers assessed writing throughout the year during Writer's Workshop.
5. An instructional focus was placed on Ideas and Content, Organization, and Sentence fluency.
6. Mini lessons were taught to support the needs of the learners.
7. Teachers exchanged papers to maintain inter-rater reliability.
8. An increased amount of instructional time was given to writing.
9. All students conferred with their students on a regular basis to provide feedback.
10. A grade level trait focus was established.
11. Classroom teachers will utilize quick write prompts and topics on a regular basis.

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 & Pinnel 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.

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

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%

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

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

School Accreditation at Hillside 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 I 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.

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

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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. This year a Technology Committee was established to create a technology vision for the school. The committee is comprised of 12 parents and four staff. An emphasis was placed on fund raising and purchasing interactive white boards for the classrooms. Through generous parent, PTA, Students Council, and District donations, we were able to purchase a total of 13 boards. The committee hosted a special evening for parents called “Get SMART.” The committee will concentrate on raising the funds to purchase the remaining boards for the classrooms. Teachers receiving the boards attended training on how to use the boards to support their instruction and increase student engagement.
2. Due to a high level of commitment from parent volunteers, we were able to offer a variety of learning enrichments to support the academic growth of our students. These enrichments included:
 - Spelling Bee
 - Reflections Contest
 - Junior Great Books
 - Math Club
 - Math Pentathlon
 - Lego Club
3. Hillside actively supports green initiatives. Our Green Team led us in receiving the Evergreen Award for being a green school. Our student team recycles paper and plastic. A bin is located in our parking lot for community members to recycle paper. Our cafeteria has multiple recycling stations to support our green initiatives. We held a fall and spring school clean up. Parents, students, and staff planted flowers, cleaned the school grounds, painted equipment, and weeded the surrounding flowerbeds. The Green Team continued their work in the butterfly garden.

4. All instructional staff was trained in the implementation of the Bridges Math Program. Teachers used Number Corner as a focal point of instruction and encouraged students to explain their thinking. Students were asked to find different ways to solve problems and show their work. Teachers introduced math vocabulary and students engaged in partner conversations about math using the vocabulary. Grade level teams established math SMART goals to improve math performance. They used data boards to monitor progress and refine instruction. Teachers engaged in conversations about best practice and shared ideas to enhance their lessons.
5. This year, our staff worked to refine and implement PBIS (Positive Behavior Intervention Support). We developed the PAWS model: P=Practice Respect, A=Act Responsibly, W=Work Together, S=Safety Matters. Staff met on a weekly basis to develop lessons and monitor progress. Students were issued “PAWS” tickets for demonstrating expected behavior.

Challenges We Face

1. The Hillside staff looks for opportunities to increase the involvement of parents in the education of their children. Our priority is to work with families to support the academic, social-emotional, and physical needs of their children.
2. The Hillside staff takes pride in its positive behavior support program. It is focused on using the discipline procedure as “an opportunity to teach.” We continue to be challenged to support the social-emotional needs of all children, and maintain a school climate of respect for all people. Collaborating with families, identifying needs and causes of behavior, devising and implementing plans, monitoring plans, and building staff/student capacity to facilitate growth is a school focus. We look forward to working with families to support all of our students.
3. The Hillside staff welcomes the challenge of the school improvement process and the requirements of Michigan’s Education YES!, and the Federal No Child Left Behind Act.
4. As a community, we are challenged to support our own Hillside families in need, however our effort is always supported by the Hillside caring community.