

Lanigan Elementary School

23800 Tuck Road • Farmington Hills, Michigan 48336 • 248.489.3722

2010-2011 Annual Report

Principal

Robert Kauffman

About Our School

Lanigan Elementary School serves 495 students (243 females, 252 males) in grades K-4. There are 29 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

We believe that a Professional Learning Community will form the foundation for Lanigan School.

- We will work in collaborative teams.
- We will assess and monitor student progress based on data.
- We will facilitate student learning based on best practices.
- We will implement interventions and enrichments to help all students reach their goals.

MEAP Scores

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

Lanigan Elementary School Improvement Goals

Math: All students at Lanigan Elementary will demonstrate improvement in their geometry skills.

Reading: All students at Lanigan Elementary will demonstrate improvement in reading.

Writing: All students at Lanigan Elementary will demonstrate improvement in written expression across all content areas.

Science: All students at Lanigan Elementary will demonstrate improvement in the physical science "Motion of Objects" standards.

Progress on School Improvement Goals

Math

1. We used a new math curriculum, Bridges in Math, to support inquiry-based approaches to geometry and other math concepts.
2. Teachers participated in multiple professional development sessions on Bridges Math.
3. A PowerPoint presentation of geometry terms and examples was shared for each grade level.
4. A set of common geometry vocabulary words were shared with all classroom teachers.

Reading

1. We developed and used a "conferring" chart with Readers' Workshop.
2. We implemented both Reading Recovery and Level Literacy Intervention to support students behind grade level in reading.
3. A literacy coach worked with various teachers to insure the fidelity of Readers Workshop consistency.
4. A book club with The Daily Five was done with staff

Writing

1. All teachers used Writers' Workshop for writing instruction.
2. A set of common language for writing was shared with all teachers.
3. A literacy coach worked with various teachers to insure fidelity of Writers' Workshop consistency.

Science

1. We shared "Objects in Motion" terms with teachers.
2. We shared posters of grade level terms for each classroom.
3. Teachers used objects in motion as warm-ups for science lessons.

For detailed information, go to <http://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.



Parent Participation

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

2010-2011 Total 487

Females 241 ; Males 246

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 Lanigan 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

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.*

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

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. Student Achievement results continue to shine! Once again, our MEAP scores were above state averages in all areas. Our school received an "A" grade by Education Yes standards, and we continued to achieve AYP (Adequate Yearly Progress) again this year. Our vision includes all students achieving all standards at all grade levels. We have professional learning communities in place to maximize our students' growth and address any issues or deficits that our staff detects.
2. Old School + New School = Our School! We successfully married two school communities this past fall as we brought William Grace Elementary and Lanigan Elementary Schools together. We held a highly successful Peace Assembly as we dedicated our Peace Pole. Our PTA continues to average more than 30 parents at every meeting with exceptional programs and activities to support our school. We ran two successful Blood Drives to support the American Red Cross. We collaborated with Western Michigan University to operate as a cluster site for interns (student teachers). Our fourth grade students did monthly lessons on the Lanigan Way to build and promote strong moral character within all Lanigan kids. Being a part of the Lanigan Community is about both acceptance and expectance!
3. Student Achievement subgroups excel! When reviewing MEAP results over the past four years, we had African American students outperform white students 35% of the time (FPS and State has 0%). The average gap on reading is 1.7 versus 6.55 (FPS) and 18.36 (State) and the average gap on math is 5.1 versus 8.81 (FPS) and 18.81 (State). There are similar results on gender and socioeconomic status.
4. Special Education supports! The inclusion of our special education students remain a top priority as we added students with multiple impairments to our community. The benefits of students growing and sharing in the school experience has had a profound impact on the character of our students and ultimately on their achievement.
5. Extended Learning Opportunities! We had a parent group meet over 10 times this spring to plan or organize our extended learning opportunities for students. The group surveyed parents and created both short and long term plans to get our kids involved beyond the curriculum. We were highly successful this past year with the collaborative effort to extend our curriculum. Our active PTA supported the efforts in advancing our Math Pentathlon, Word Masters and Junior Great Books programs. We ran a highly successful Science Fair with nearly 150 students participating. We again supported after school basketball programs for fourth and fifth graders this year. The PTA also sponsored and coordinated our Accelerated Reader store.

Challenges We Face

1. Achievement gap with writing for male and female students: Although we have made great strides with our socioeconomic and ethnicity gaps, we found significant gaps between our male and female students in MEAP writing scores (33% males proficient; 67% females proficient). We identified the issue in this year's Student Data Profile Analysis and School Improvement plans. We continue to seek innovative ways to approach closing this gap.
2. Changing staff: In the past eight years, there have been significant changes in our overall staffing. We have had 93 different certified staff work at Lanigan Elementary in this time frame. This year was no different as we again added six new classroom teachers, three new specials teachers and two new special education teachers. It continues to be a welcomed challenge to orient staff to our mission and vision, as well as building the strong sense of family with share and expect.
3. With decreased funding from the state and with the increase of mobility of families, we are concerned about being able to maintain certain educational programs and resources that enhance and support our students (i.e. student assistance, technology, differentiation). Potential reductions of programs will require us to look for creative ways, such as facility usage, to continue to fund and provide these types of support for our students. Keeping our focus on student learning as a lens to filter financial decisions will be at the forefront of our decision making process