

# Longacre Elementary School

34850 Arundel Street • Farmington, Michigan 48335 • 248. 489. 3733

## 2010-2011 Annual Report

### Principal

Barbara Lafer-Elson

### About Our School

Longacre Elementary School serves 404 students (211 females, 193 males) in grades K-5. There are 22 professional teaching staff members and appropriate staff to meet special needs.

### School Mission Statement

Longacre School, in partnership with parents and community, will work with each student to facilitate the acquisition of skills and the integration of knowledge in order to optimize success in a changing world.

### MEAP Scores

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

### Longacre School Improvement Goals

**WRITING:** All students will be proficient in written expression.

**READING:** All students will demonstrate proficiency in comparing and contrasting across texts while reading.

**MATH:** All students will demonstrate proficiency in mathematics.

### Progress on School Improvement Goals

**WRITING:** All grade level teams created S.M.A.R.T. (Strategic, Measurable, Attainable, Research-Based, Time-bound) goals in the area of written expression based on the writing data of their students' progress to address particular identified writing needs. These S.M.A.R.T. goals were established at the beginning of the 2010-2011 school year and reviewed and revised at the end of each trimester to reflect the growth of their students' identified needs. Longacre students continued to use the 6 + 1 Writing Traits as a model for effective writing. Staff has participated in extensive training in the use of this model and will continue to use the developmental continuum for grades K-2 and a common rubric for grades 3-4 to assess student writing. Teachers in grades K-4 administered and scored District-Wide writing prompts in the fall and spring, and two Building-Wide writing prompts were also administered. Analysis of student writing is used to improve achievement. Building-wide writing prompts were changed to address the need for more writing experiences relating to comparing and contrasting. All teachers at Longacre have been trained in Writers' Workshop and thus are using a common language and a systematic approach for the writing process in their daily curriculum. Additionally, lower elementary staff continued to implement Units of Primary Writing and participated in intensive professional development in Units of Primary Writing. Upper elementary staff continued to implement Lucy Calkins' Units of Writing. We continue to use technology to support our writing goals and increase student engagement.

**READING:** All grade level teams created S.M.A.R.T. (Strategic, Measurable, Attainable, Research-Based, Time-bound) goals in the area of reading based on the reading data of their students' progress to address particular identified reading needs. These S.M.A.R.T. goals were established at the beginning of the 2010-2011 school year and reviewed and revised at the end of each trimester to reflect the growth of their students' identified needs.

Our instructional staff has participated in training using Fountas & Pinnell Reading Assessments and used this tool to assess student progress three times during the school year. Leveled Literacy Intervention also is currently being used to address the needs of students identified as below grade level using the Fountas & Pinnell Reading Assessments. Instructional Coaching was also offered to staff to support their own professional growth. The Continuum of Literacy Learning has been used as a tool to target specific strategic interventions where indicated. We have also continued to use a model for Readers' Workshop with our students that includes delivery of a mini-lesson, individual practice, conferencing, and debriefing with our students, during a 90-minute daily sustained literacy block. Continuing to use our Making Meaning lessons continues to prove effective, as well as oral language acquisition development for our many bilingual students. Daily Five and C.A.F.E. is also used in several classrooms. IOWA testing was also administered to all first-fourth grade students in the Spring of 2011.

**MATH:** All grade level teams created S.M.A.R.T. (Strategic, Measurable, Attainable, Research-Based, Time-bound) goals in the area of mathematics based on the mathematics data of their students' progress to address particular identified mathematics needs. These S.M.A.R.T. goals were established at the beginning of the 2010-2011 school year and reviewed and revised at the end of each trimester to reflect the growth of their students' identified needs. Our students have demonstrated significant progress in the area of mathematics. Farmington Public Schools has adopted Bridges as a new mathematics program and instructional staff participated in staff development throughout the 2010-2011 school year. Full implementation of the Bridges program took place in the 2010-2011 school year. IOWA testing was also administered to all first-fourth grade students in the Spring of 2011. All of our students have been given opportunities to participate in Math Pentathlon and several K-4 students participated in the Math Pentathlon tournament, earning a 1st place in the State of Michigan recognition. In addition, students have been able to reinforce their learning using Compass Odyssey, an online mathematics program differentiated according to need.

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



## Parent Participation

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

2010-2011 Total 404

Females 211; Males 193

## 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

## 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.

## 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 Longacre 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](http://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](http://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.

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## Points of Pride

1. At Longacre, we are proud to be able to say that our student population is extremely diverse – not only in the number of languages represented, but also in cultural and socioeconomic backgrounds. At Longacre, our ever-changing demographics, coupled with the increasing mobility of our student population, have heightened the importance of continuing and extending our school-wide common expectations – a common "language" of sorts that our entire school community speaks. During the 2010-2011 school year, we also welcomed many new families and new staff into our school community as a result of the closing of four elementary schools in our district at the end of the 2009-2010 school year and redistricting. It is for that reason that our staff continued to meet during the 2010-2011 school to continue to support our Positive Behavior Support program-Longacre Leopard S.P.O.T. Expectations (SPOT is the name of our mascot, the Longacre Leopard). Using SPOT not only as our mascot's name but also as an acronym, we continued to support the following four affective areas schoolwide:

**S** = Stay safe (without a sense of being safe, no learning can take place)

**P**=Practice responsibility (everyone should be able to be in charge of the choices they make – we are responsible for ourselves and for others)

**O**=Offer respect (we should offer respect to ourselves and to all who are part of the our school – valuing, recognizing, and celebrating our unique strengths as well as challenges)

**T**=Team up for Teamwork (we are all on the same side, the same team, and should support one another. Our actions should reflect this collaborative spirit.)

Longacre staff continued our commitment to teaching, modeling, rehearsing, and reinforcing these S.P.O.T. expectations in a variety of ways, during the beginning days and weeks of school along with “touch-up” lessons throughout the school year. Students spread the message to new students that joined our school community throughout the school year. Our Positive Behavior Support committee now includes both staff and parent members. Student-created video presentations were filmed that are used to teach expectations, behavioral themes, and Conscious Discipline strategies.

Monthly Longacre Pride Circles were held. This is a monthly assembly time in which the entire school comes together. We view this as a school-wide “classroom” and use this to learn from one other. Classes take turns serving as the “host” – sharing their own learning with the rest of the school, teaching and reinforcing S.P.O.T. expectations. Our monthly community gathering (Longacre Pride Circle) also includes celebrations of the month’s accomplishments. Monthly Den Gatherings continued during this school year. All students in grades 1-4 are a member of a multi-age group of approximately 14 students led by a Longacre staff member, other than their classroom teacher. Each “Den” met monthly for 30 minutes and participated in a common lesson involving learning Stephen Covey’s 7 Habits for Highly Effective People, reinforced by Sean Covey’s 7 Habits for Happy Kids.

Our Longacre Leadership Lab also was created and served as a “classroom” for students to benefit from support groups and behavioral lessons.

2. Longacre students and staff members continue to reinforce the value of being responsible citizens in our society and of being collaborative team members by taking part in worthwhile service projects and community partnerships throughout the year. Our Student Council initiated fund raisers to benefit others, such as Goodfellows Canned Food Drive and Jammies for Japan. We continued a community and school-wide paper recycling project (Paper Retriever) and offered student leadership in our Kilowatt Keeper program. As a result of our energy conversation and recycling efforts, Longacre was again designated a Michigan Green School, Emerald Status. Our Student Council, PTA, staff, Longacre families, students, and community members continued to support our Longacre Garden on our school grounds. Fourth grade students were leaders in establishing our Longacre Credit Union, in partnership with LOC Federal Credit Union. We also take great pride in our participation in the Hadassah Read Write Now Partners Tutoring Program to support literacy interventions. We also began a partnership with Project R.E.A.D., which uses trained therapy dogs who visit our school to support literacy. Students enjoyed many opportunities to “read with the dogs.”

We believe in and support the importance of student leadership, and we continued our Lunch with a Leader program with our third grade students. A community leader was invited to have a “business luncheon” with several third grade students each month to discuss the application of Covey’s 7 Habits in their role and/or job as compared to the application of the 7 Habits by our students at Longacre.

3. We are very proud of several school initiatives offered to our students and parents throughout the year to support achievement. Our third graders participated in Mini-Society units to support economic benchmarks. Our Book Parade program, a voluntary reading incentive program, was offered to our fourth grade students and had 100% participation. Students participated in a Science Fair, hosted a Family Science Night and Family Game Night, led by our instructional staff. Math Pentathlon was offered to all K-4 students, and a core of parent volunteers participated in District-wide training and regularly supported the program through classroom implementation. Several students participated at Division I, II, and III in the regional Math Pentathlon tournaments, led by parent and staff volunteers. In our third year of competing in the regional tournament, we are proud to have been able to compete as a school team and received a trophy for placing 1st in the State of Michigan. Students voluntarily participated in the District Reflections Contest, with students recognized at the State and National level. Longacre student artwork was displayed at several District art exhibits, Farmington/Farmington Hills Festival of the Arts and in local businesses. The entire student body participated in A.C.E.S. (All Children Exercising Simultaneously) along with our lunchtime Mileage Club to reinforce the importance of physical fitness. Our students were also offered the opportunity to participate in Rise and Shine, a before-school exercise choice, led by our physical education teacher. Compass Odyssey, a web-based computer program for reinforcing math and literacy development was continued and made available to all students. In addition, we communicated with our school community through a monthly publication, the Longacre Link, of school activities, curriculum, and achievements. Our school web-page continues to reflect the many activities and resources offered at our school to our school community. School news was also communicated weekly through a “Weekly News” ListServ message sent to all of our subscribers.

In our ongoing efforts to support the importance of technological literacy in our staff and students, we dedicated time and support to grow our building and district initiative to improve technology integration in the curriculum. In addition, training for staff members continued to improve their own technological growth, which, in turn, enhances the technological growth of their students. A Longacre staff technology leadership team continued.

4. The Longacre PTA is very involved with our school efforts. They continue to generously support the many initiatives that enhance our District and school programs. Classroom and enrichment activities, a student publishing center, assemblies, the continued growth of our in-house television channel, Author-in-Spring, a Family Game Night, Lunch with a Loved One, held in conjunction with our two Scholastic Book Fairs, an Ice Cream Social, Donuts with Dads, are but a few of the many opportunities offered to our school community. Our fourth Longacre Fun Run, organized and created by Longacre parents, was hugely successful in its school-wide participation and support. As a result, we were able to purchase additional Promethean Boards to support our school technology initiative and District vision included in Farmington Forward related to offering cutting edge technological opportunities to our students.

5. As we continue to embrace the diversity that makes our school community so unique, collaborative efforts of our staff, students, and parents enabled Longacre to host our third Multicultural Night. Through the time, dedication, and planning of a committee of volunteers, all Longacre families were given an opportunity to celebrate their heritage, sharing cultural artifacts and traditions with others during this special event.

## Challenges We Face

1. As drastically reduced funding for Michigan public schools has greatly impacted Farmington Public Schools, the 2010-2011 school year began the restructuring of our school district with four less elementary schools, redistricting and reconfiguring our elementary schools to accommodate K-4 learners rather than K-5 learners. In addition, unprecedented changes in staffing also took place. We also continue to look for opportunities to all of our school families to the many changes we have experienced.
2. As our student population becomes more diverse, both in cultural and experiential backgrounds, we continue to strive to meet the needs of all learners and increase our awareness of the needs of students, staff, and family members. We must continue our efforts to create a learning environment that supports ethnically, racially, linguistically, and economically diverse populations. Differentiating instruction for our bilingual learners and for students new to our school community continues to be a focus. Looking for proactive ways to support increasing behavioral challenges continues to be a priority, along with increasing student engagement.
3. Longacre staff continues to look for opportunities to involve our parents and community with our eyes on student learning. The home-school connection strengthens our educational programs and cements the partnership we hope to create. As there is an ever-increasing variance in the amount and degree of educational support in the home, we continue to seek out opportunities to bridge the gap between home and school. Building our supports within the school day continues to be a priority. Broadening our network of supports continues to be a challenge, particularly during difficult economic times. Furthermore, with many new families coming to Longacre in the fall of 2010-2011 due to the closing of four elementary schools in our district and restructuring of attendance boundaries, there will need to continue to build a common culture among all stakeholders.
4. While we are showing considerable growth in student achievement in most areas of grade level content expectations, we are continuing to show the need to intensify our efforts in the area of writing across all curriculum areas. Our Writing School Improvement Team is continuing to create additional school-wide writing interventions to address these needs.
5. Many new staff members (both instructional, support, and non-instructional) joined our school community in the fall of 2010-2011. As our staff continues to work as a professional learning community focused on high levels of learning for all students, we strive to maintain our focus on the following key questions:
  - a. What do we want our students to learn?
  - b. How will we know they have learned it?
  - c. What interventions will we implement if they have not learned it?
  - d. What interventions will we implement if they've already mastered key concepts?