

Warner Upper Elementary School

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2010-2011 Annual Report

Principal

Mark Watson

About Our School

Warner Upper Elementary School serves 878 students (414 females, 464 males) in grades 5-6. There are 54 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

The mission of the Warner Upper Elementary School staff, parents and community is to provide each student with:

- A diverse education emphasizing excellence in achievement,
- A safe, supportive and engaging environment,
- Skills enabling them to become self-sufficient and respectful adults who contribute responsibly to the world.

MEAP Scores

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

Warner School Improvement Goals

1. All students will improve their mathematical skills including critical thinking, math reasoning and problem solving in real world applications.
2. All students will improve their writing skills across the curriculum.
3. All students will improve their ability to read and comprehend a variety of printed materials across all curriculum areas.

Progress on School Improvement Goals

1. **Math:** Fifth and Sixth grade math is delivered as an inquiry and hands-on design with a focus on differentiation to meet the needs of all learners. Fifth grade students participate in the Bridges math program which allows students to construct and develop their math knowledge in an inquiry-based environment. Number Corner is an additional component of the Bridges Math program that fosters a consistent environment of problem solving challenges that strengthens concepts throughout the year. Sixth grade students participate in an inquiry-based CMP math program. Warner also offers the option of accelerated math classes for fifth and sixth. Students are offered the opportunity to enroll in accelerated math classes based on meeting criteria in the year end assessment, MEAP and SCAT assessment.
2. **Reading:** Literacy development was our major focus this year. All core teachers were trained in the Fountas and Pinnell Assessment for Reading Comprehension program. Students' reading levels were assessed in the fall, winter and spring. Teachers used Fountas and Pinnell data to support and drive reading instruction in their classrooms. Reading interventionists were assigned to select students as additional literacy support. Teachers also participated in programs such as "Words Their Way" and "Word Study" to allow for further literacy support. Furthermore, all teachers established research-based classroom libraries. In addition, fifth grade teachers were trained in the Lucy Calkins method of Readers and Writers Workshop.
3. **Writing:** Writing instruction is another major focus. Staff continues the implementation of Writers Workshop, as well as, integrating 6 + 1 Traits of Writing with all students. 6 + 1 Traits of Writing data supports and drives the writing instruction in the classroom. Students utilize their classroom libraries and are encouraged to read and write about topics that interest them. Teachers continue to focus on organization, ideas, and sentence fluency in their writing.

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

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 878

Females 414; Males 464

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

Upper 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. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

National Education Legislation

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (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 Warner Upper 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

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.

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Points of Pride

1. Our main "Point of Pride" is the successful development and implementation of Warner as a "New" grade level configuration. Warner went from being a Middle School (sixth, seventh and eighth grade) to an Upper Elementary School (Fifth and Sixth grade). All of our students were new to Warner this year and 2/3 of the staff was new to Warner. Students and families came from nine different elementary schools. We are all proud of our students, families and staff who helped to create this wonderful new school! GO VIKINGS!
2. Warner's PTA: Our PTA is a vital component to Warner's success. Parents from nine different communities came together to support our new Warner community. This was also the first year that Warner's parent group participated as a PTA. The Warner PTA president, Beate Turner, along with the entire PTA Board, helped to create and establish a positive and student-centered environment. There was a strong emphasis on community building, academic and social programs, and investment in technology. The PTA purchased 18 ELMO's (digital visual presenters) for teachers this year from money raised from the PTA-sponsored Fun Run.

3. **The Cranes Project:** The Cranes project was created as a fund raiser to support the disaster victims in Japan after their country was hit by a major Tsunami. The idea of cranes comes from a book and true story called "Sadako and the Thousand Paper Cranes." It is legend in Japan that making cranes numbering 1,000 will bring peace to people suffering. Warner students read the book and learned how to fold paper cranes. Warner sold paper cranes for one dollar each. Some of our Warner parents who are from Japan came in to string the cranes together in honor of the Tsunami victims. Warner raised approximately \$1,700. All the money raised went directly to the Japanese Red Cross to support Tsunami victims in Japan.
4. **Warner PBIS:** The Warner PBIS (Positive Behavior Intervention Support) is a researched-based program that was developed and implemented at Warner this year. The "Warner Way" is the set of student values that was established by our PBIS team at Warner. The PBIS team consisted of staff and parents. The set of values that make up the Warner Way include safety, respect and responsibility. We use our Warner Way common language to support all of our social and academic programs each and every day. Students are rewarded for participating in the Warner Way. Each staff member provides Viking Value reward tickets to students who are found being safe, responsible and respectful.
5. **Proud Dads Club:** The Warner Proud Dads continues to support our educational community. Our Proud Dads club is a branch of our PTA and it consists of dads and father figures creating magic moments for children. Proud dads supported Basketball Club, Warner dance/activity afternoon, Career Day and much, much more.

Challenges We Face

Warner will be faced with transition challenges as we welcome approximately 460 new Fifth grade students to Warner in the fall of 2011. Our Fifth grade students come to us from six different feeder schools, as well as, newly enrolled students. We are dedicated to ensuring that all students feel welcome at Warner.

Students only attend Warner for two years (Fifth and Sixth grade). As a result, we have a high rate of turn over with our parent support groups. Our focus is to build connections with parents/guardians to maintain our strong PTA and Proud Dads Club.

As budget challenges continue to affect Michigan, we will focus on how to increase technology in our school in order for our students to be prepared for the 21st century.