

Lanigan Elementary School

23800 Tuck Road • Farmington Hills, Michigan 48336 • 248.489.3722

2007-2008 Annual Report

Principal:
Robert Kauffman

About Our School

Lanigan Elementary School serves 457 students (223 females, 234 males) in grades K-5. There are 26 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.

Parent Participation

Lanigan Elementary School has a high degree of parental involvement. Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2007-2008 100 %
2006-2007 100 %
Females 100 %; Males 100 %

Education YES!

Adequate Yearly Progress Status (AYP)

2007-2008 Met AYP
2006-2007 Met AYP

Composite Grade

2007-2008 A
2006-2007

A



Lanigan School Improvement Goals

1. All students will improve their writing skills across all areas of the curriculum.
2. All students will improve their math skills across all areas of the curriculum.
3. All students will improve their reading comprehension across all areas of the curriculum.

Progress on School Improvement Goals

1. All students will improve their writing skills across all areas of the curriculum.
 - Writers Workshop was implemented in all classrooms.
 - Students used 6+1 Traits in their daily writing.
 - MEAP results were analyzed by all staff to emphasize areas of improvement in writing.
 - Several staff attended the Writers Workshop training through Oakland Schools.
 - Student data was analyzed and plans were constructed to improve individual student's writing.
 - Students completed writing assessments to a District assigned prompt.
2. All students will improve their math skills across all areas of the curriculum.
 - Students completed common assessments at the end of each unit.
 - Staff taught lessons from both text and our inquiry-based programs.
 - Standards-based assessments were created utilizing Compass Learning's Odyssey.
 - Several classrooms exchanged students to work on specific skills.
 - Math Olympiad was available for fourth and fifth grade students.
3. All students will improve their reading comprehension across all areas of the curriculum.
 - Accelerated Reader was purchased and used with specific focus on comprehension.
 - Standards-based assessments were created utilizing Compass Learning's Odyssey.
 - Students participated in flexible literacy support groups for below grade level readers.
 - Students participated in flexible guided reading groups.
 - Reading Recovery was used to support below grade level readers.
 - Making Meaning program was implemented to support comprehension strategies.
 - Many staff attended Waterford Reading Workshop training in the summer.
 - Readers Workshop was implemented to maximize students reading on target materials.

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 and Michigan Merit Exam) and national (ACT Series) 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.

Michigan Educational Assessment Program (MEAP)

MEAP scores shown below represent the percent of students that met or exceeded the state standard.

	Lan. 07-08	State 07-08	Lan. 06-07
Grade 3			
Math (F 94; M 95)	95	90	84
ELA Composite (F 88; M 88)	88	81	82
Grade 4			
Math (F 83; M 81)	82	86	94
ELA Composite (F 71; M 80)	75	76	83
Grade 5			
ELA Composite (F 90; M 97)	89	78	89
Science (F 87; M 87)	87	82	87
Math (F 90; M 80)	85	74	85

Graduate Profile

Graduates will be:

- Collaborative Team Members
- Effective Communicators
- Healthy Individuals
- Knowledgeable Thinkers
- Lifelong Learners
- Quality Producers
- Responsible Citizens
- Thoughtful Problem Solvers

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
- Farmington Community School – Adult Education Program
- Oakland Technical Center
- Visions Unlimited

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.

2006 - 2007	87.13
2005 - 2006	87.74

Elementary School Curriculum Development

Curriculum maps (K-12) 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 elementary grade level, K-5. Completed curriculum maps are available on the district website and the staff curriculum shared folders. Elementary science and social studies Michigan Grade Level Content Expectations were revised this spring (08) at the State level. The process of curriculum adjustment and mapping has begun in these areas. Research-based strategies are incorporated into the maps as learning and teaching tools. 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 was developed and 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

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This law represents the President's education reform plan and 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 the President's 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 Education YES! Accreditation System to meet the needs of all our learners.

School Accreditation at Lanigan Elementary School

Farmington Public Schools is engaged in a variety of activities relative to school accreditation. All elementary, middle and high schools are accredited by the North Central Association Commission on Accreditation and School Improvement. Alameda and Farmington Community School Early Childhood Programs are accredited by the National Association for the Education of Young Children. Based on the successful completion of a five-year improvement process, which demonstrated gains in student achievement, Lanigan Elementary School has finished the NCA Performance Accreditation five year cycle. The final year of NCA focused on documenting the school improvement process at the end of the five year cycle. This year's school improvement process will focus on NCA district accreditation and state required building school improvement plans.

In 2002, the Michigan Board of Education approved a new state accreditation system after receiving input from diverse audiences across the state, including educators, parents, business and labor. Under Education YES! (Yardstick for Excellent Schools), schools will receive grades of A, B, C, D-Alert, or Unaccredited. The system takes multiple measures into account when grading schools. These factors include MEAP (elementary and middle school) and MME (high school) achievement data and school performance indicators. MEAP and MME data are used for achievement status and achievement change scores and make up two-thirds of the Ed YES! Report Card grade. The other one-third of the grade comes from the Indicators of School Performance which are reported out by strand and include; Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Information Management.

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.

Points of Pride (continued)

2. **Community** - We were recognized this past year by the American Legion post 346's School Patriotism Award. Our PTA averages over 25 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 again this year with Nardin Park United Methodist Church for our Kids Hope USA mentoring program. We collaborated with Western Michigan University to operate as a cluster site for interns (student teachers). Our Student Council ran two enthusiastic spirit weeks and supported a family in need for the holiday season. Being a part of the Lanigan Family is about both acceptance and expectance!
3. **Instructional Consultation implementation** - Our staff received extensive training on how to use the Instructional Consultation model to support student and staff performance. The team trained weekly and met with colleagues throughout the year to support challenges and create the ideal instructional match with each child. The IC framework has given us clear direction in assisting staff and students.
4. **Character Education continues as a key emphasis** - Our school community gathers every week to celebrate student gains and efforts. The 5th grade students deliver character education lessons on every other week too. The lessons focus on the core Lanigan Way – respect, responsibility, honesty and caring. Our students collaborated to raise more than \$2,200 for a student with MDA. At Lanigan, students immediately know they belong and they will make a difference for our school.
5. **Maximizing Use of Technology** -We continue to progress with our use of Compass Learning Odyssey, an internet-based activity and assessment program. We added an Accelerated Reader store for all students in grades 1-5. Our lab is a constant buzz of activity. Students regularly complete assignments, tests and projects via technology. Our staff uses Listserv, School Messenger, web sites and other valuable communication tools to reach our community base on a daily and weekly basis. It is our intention to further the use of these and other programs to progress and monitor student learning.

Challenges We Face

1. **Gender gaps** - We began intersecting data to analyze why our female students have consistently outperformed our males students on state tests. We looked at Tripod Survey data that showed a significant discrepancy in how males and females felt about coming to school every day. We spent several hours of professional development building a plan to address the gaps and explore ways to get male students excited about coming to school. We will be analyzing the same data again this year to look for measures that reinforce our efforts.
2. **Changing staff** - In the past seven years, there have been significant changes in our overall staffing. We added six new classroom teachers this past year. It has been a welcomed challenge to orient staff to our mission and vision, as well as building the strong sense of family with care and respect. We expect minimal change for next year so we plan to take extra steps to build our identity and teamwork to maximize student learning.
3. **Extending the curriculum** - We will be working collaboratively with the PTA to seek ways to extend our core curriculum beyond the classroom and building setting. We already have participated with Word Masters, Destination Imagination, Math Olympiad and Math Pentathlon. We want to extend these outstanding programs further and seek ways to support classroom teachers to extend and enrich beyond the state standards to meet all student needs.