

December 7, 2015

Dear Parents/Guardians and Community Members:

We are pleased to present you with our Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Power Upper Elementary School. The AER addresses the complex reporting information required by Federal and State laws. This school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, feel free to contact me for assistance.

The AER is available for you to review electronically by visiting the following websites [www.farmington.k12.mi.us/district/annualreports](http://www.farmington.k12.mi.us/district/annualreports), [www.farmington.k12.mi.us/pue/](http://www.farmington.k12.mi.us/pue/), or you may review a copy in Power's main office.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement or growth or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

For the 2014-15 school year, Power was labeled a Focus School. However, this year we were removed from that list and will no longer be considered a Focus School.

The Accountability Scorecard for Power Upper Elementary is found in the AER MI School Data section of this report. Further scorecard information will be posted on the district website.

The challenges we face include:

- Decreasing enrollment in the district overall, which contributed to a large lay-off/ staff buy-out last year.
- Uncertainty about the future of our building as a 5-6 upper elementary model. The district and Board of Education may be recommending that Power become a middle school in the near future.
- Academic interventions for our students-while we were able to work with several interventionists in the past, the Title I funding is decreasing and we will need to be more creative in providing our higher-needs students with extra academic support.

You may find multiple years of Annual Reports for all schools posted on Farmington's website [www.farmington.k12.mi.us/district/annualreports](http://www.farmington.k12.mi.us/district/annualreports). As part of this correspondence the state asks that we provide a two year report on the following topics:

### **Process for Assigning Pupils to the School**

Students are assigned to Power Upper Elementary by district-designated attendance boundaries. Students are assigned to each of the two upper elementary schools by residency boundaries created and maintained by the district. Power Upper Elementary was open to the children of any full time employee who wished to send his or her children.

### **The Status of our Three to Five Year School Improvement Plan**

Farmington Public School District follows the AdvancEd District/System Accreditation model. All schools were NCA accredited through AdvancEd in spring of 2011. Power Upper Elementary School's School Improvement Team met monthly with the other elementary schools of the district. Teams were introduced to Michigan Department of Education's new school improvement process. AdvancEd's online tool, ASSIST, was introduced and team members learned how to use it. The 2014-15 Interim Self Assessment was completed and submitted. Time was spent reviewing 2014-15 goals, which were developed in 2013-14 and focused on data analysis and the examination of current data, and completing the required 2014-15 diagnostics. Power Upper Elementary School's team used the state's new achievement targets to set the objectives for each goal. [Each school has its own unique set of annual targets for proficiency and progress based upon the number of students who demonstrated proficiency in 2013-2014. All schools must reach 85% proficient by 2021-2022.] In May, 2014, Power Upper Elementary along with all district schools worked on completing 2014-15 School Improvement Goals and Plans to guide the District Improvement Plan.

Our 2014-2015 school improvement goals included the following:

- ❖ All students at Power Upper Elementary School will become proficient in math.
- ❖ All students at Power Upper Elementary School will become proficient in reading.
- ❖ All students at Power Upper Elementary School will increase proficiency in Social Studies.
- ❖ All students at Power Upper Elementary School will increase proficiency in Science.
- ❖ Power Upper Elementary Students will increase academic achievement through the implementation of Positive Behavior Supports providing social and emotional supports.
- ❖ All Students Power Upper Elementary School will become proficient writers.

The following is a summary of progress made in meeting the 2014-15 goals that were developed during the 2013-14 school year:

- Our 6<sup>th</sup> grade fall NWEA math scores rose from 60% (average and above) in the 2014-15 school year to 61% (average and above) in the 2015-16 school year.
- Our 6<sup>th</sup> grade fall NWEA reading scores rose from 66% in the 2014-15 school year to 68% in the 2015-16 school year.
- Our current 6<sup>th</sup> graders increased their NWEA reading scores from 63% (as 5<sup>th</sup> graders last year) to 68% average or above.

- We are currently using the Writing Pathways program for writing instruction, which is closely aligned to the Common Core State Standards and focuses heavily on the writing process. All of our teachers have been trained and are implementing Writing Pathways in their classrooms.
- Our PBIS team continues to develop strong, school-wide lessons on the behavioral goals of Power Upper Elementary. These lessons are taught weekly in each classroom and communicated to parents via weekly listserv.

### **A Brief Description of Each Specialized School**

Power Upper Elementary is a comprehensive elementary school offering a wide variety of programs and learning opportunities. Power also provides a unique educational setting for our 5<sup>th</sup> and 6<sup>th</sup> graders. As an upper-elementary school, all of our students enjoy the benefits of team-teaching and more individualized attention with fewer transitions during the school day. Power also offers a strong fine arts foundation, with orchestra, band, vocal and general music as choices for all of our students.

### **How to Access a Copy of the Core Curriculum, a Description of its Implementation, and an Explanation of any Variances**

Power Upper Elementary School's curriculum is in alignment with the Michigan Grade Level Content Expectations and can be accessed through curriculum maps on Farmington Public School's website at [www.farmington.k12.mi.us/curriculum/guides.php](http://www.farmington.k12.mi.us/curriculum/guides.php). Courses offered at Power Upper Elementary are filtered through a curriculum framing process to ensure that all courses are aligned to the MMC and include appropriate relevance and rigor. Additionally, Farmington staff members have been involved in *The Common Core-Oakland Project* since May, 2010. The initiative to develop and implement kindergarten through grade 12 curriculum in English Language Arts and mathematics based on the State adopted Common Core State Standards (CCSS) was undertaken by the twenty nine districts of Oakland County, Michigan. The following is a link to informational CCSS resources developed by National PTA:

[www.pta.org/advocacy/content.cfm?ItemNumber=3552](http://www.pta.org/advocacy/content.cfm?ItemNumber=3552)

### **Aggregate Student Achievement Results of Local and National Competency Tests**

During the 2013-14 school year, Farmington Public Schools participated in the Michigan Council for Educator Effectiveness (MCEE) Pilot of Teacher Evaluations and used Northwest Evaluation Association's Measures of Academic Progress to monitor student growth. As a result of this participation, once again Northwest Evaluation Association's Measures of Academic Progress was administered to 1<sup>st</sup> through 12<sup>th</sup> grade students during the spring of the 2014-15 school year. Please see the attached NWEA's most recent data report.

### **The Number and Percent of Students represented by Parents at Parent-Teacher Conferences**

In 2013-2014, we had 692 students represented by parents at Parent-Teacher Conferences for approximately 100% participation rate. In 2014-15, we had 625 students by parents at Parent-Teacher Conferences for approximately 100% participation rate.

We are proud of the work we have done to ensure student success. Please find below some examples of our successes.

- Students have the opportunity to earn blue tickets when they exhibit positive choices. Students collect the tickets as a class and use those for classroom rewards. The blue tickets are also placed in a weekly drawing for prizes for individuals.
- Interventionist Program: Through Title I funds, each team works with interventionists to provide support for struggling students in their areas of need.
- Increases in NWEA scores in a number of areas, including a reduction in the gap between high-achieving and low-achieving students.
- We continue to refine our school-wide PBIS model. We have a school-wide behavioral goals and expectations program through the continued use of a “Power Pride” room and school-wide lessons and language.
- Power staff attended a voluntary training last summer on the “7 Habits of Highly Effective People.” This continues to be a theme in our school and common language and expectations are practiced throughout the building.

The Power Upper Elementary School will continue to work diligently and collaboratively to support teaching and student learning during the 2015-2016 school year. We look forward to meeting the needs of our students and partnering with our families to maximize our students’ successes as learners.

Sincerely,

Allyson Robinson  
Principal, Power Upper Elementary School

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