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Alamo Elementary School Annual Education Report 2021-22

February 11, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Alamo Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Nicole Knight-Lucas, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website: [2021-22 Alamo AER Data](#), or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not given one of these labels.

Due to the Covid-19 pandemic, the structure of the 2020-21 school year was non traditional. Students attended a hybrid version of school in which face-to-face learning was provided two days a week and virtual learning was provided three days a week. Full-time, in-person learning resumed in March of 2021 for the remainder of the school year. The non-traditional learning format had an impact on all academic areas, especially within literacy. Proficiency in reading dropped dramatically in Kindergarten, fourth and fifth grade. For the 2021-22 school year, students have returned to full time in person instruction. In response to the Covid-19 learning gaps, teachers utilize Professional Learning Communities to analyze assessment data, identify essential learning targets, modify pacing guides and implement response to intervention. The district literacy coach delivers targeted professional development for teachers and tutors to best

support students' needs within tier I, tier II and tier III instruction. Additional support staff has been added to provide individual and small group instruction. Students' increased social-emotional needs are recognized. The school social worker strives to provide regular classroom visits, individual or small group sessions and collaborative support for teachers. A safe and supportive environment alongside targeted instruction will support all students in accelerating achievement and close the learning gap.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- Elementary students are assigned to one of three school buildings based on geographical boundaries, which are modified from time to time, to fully utilize the district's teaching and facility resources. We try as much as possible to keep class sizes balanced. It is sometimes necessary to transfer some students from one attendance area to another. We attempt to assign Schools of Choice students to the closest building geographically, but it is first dependent upon availability.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

GOALS

1. All students will be proficient in math.
2. All students will read on grade level.
3. All students will become proficient writers.

MATH

Alamo Elementary seeks high levels of math learning using RTI to meet students' individual needs.

Common Formative and Summative Assessments for Math Essential Learning Targets will inform intervention for students who have yet to master the readiness standards. An intervention specialist, tutors and teachers consistently intervene with the identified students. A school-wide common intervention time has been scheduled to better utilize resources to serve all students.

Instruction and Intervention Maps and Math Scope and Sequences are used by grade-level PLC's to create consistency and provide the PLCs the data necessary to make pedagogical and programming decisions. This data will also be used to target interventions for students who require more time and intensity to master the essential math skills.

These teaching, learning and assessment resources have been aligned with the Math resources K-5. The K-5 math units are being analyzed with common unit assessments aligned with the Common Core Standards.

Staff track students' common formative and summative assessment data on the math ELT's and use the data to make instructional decisions to support students in whole group, small group and one on one conferences.

READING

Professional Development is focused on implementing a workshop model for English Language Arts instruction. PLCs continue to analyze data to make pedagogical and programming decisions as well as to inform individualized interventions for students.

Alamo Elementary used Fountas and Pinnell Benchmarking Assessments to assess student proficiency in reading. Teachers analyze the running record data to diagnose students' needs and plan next steps for instruction, goal setting, and intervention. Reading running record assessments are used to continuously diagnose reading problems and tailor interventions to address reading issues. In grades K-5, common reading intervention time has been scheduled to better serve all students. Teachers have dedicated time for common reading intervention throughout the day with assistance from the intervention specialist and tutors.

Tier I reading instruction takes place within a workshop model and includes the Lucy Calkins Reading Units of Study, K-5; Lucy Calkins Phonics, K-2; Haggerty, K-2. Tier I reading instruction is supported by program resources such as Daily 5 and CAFE, K-5; Guided Reading, K-2; Literature Circles, 3-5 and Words Their Way, 3-5. Teachers work closely with a literacy coach each week to plan instruction, analyze data and plan interventions. The district literacy coach provides professional development on the Units of Study and the workshop model once every six weeks during our district's PLC time. Teachers utilize the workshop model to teach mini-lessons, provide independent practice and conference with students one on one or in small groups. During conferring time, teachers collect data on individual students reading and provide differentiated instruction based on student need. PLCs continue to analyze data to make pedagogical and programming decisions as well as to inform individualized interventions for students.

Staff at Alamo have committed to a variety of reading non-negotiables that are expected in every classroom, every day. Students will have access to daily read to self-time, to good-fit books, to daily read-alouds and to one on one and small group conferencing. Teachers confer with students to set individual goals in reading and track the students progress.

Throughout the year, data meetings take place in the Alamo data room. Grade level teachers meet with the literacy coach, tutors, intervention specialist and principal to discuss current reading data, student needs, intervention groups and instruction. Together, the staff collaborates to improve student achievement.

Teachers utilize OPS Skills At A Glance while conferencing with students. The Skills At A Glance document is based on the Literacy Continuum and identifies the most essential skills within each text level. The document supports the district Essential Learning Targets (ELT's) document for reading. Teachers have identified the most essential standards and developed common

assessments for each ELT. The use of district wide common assessments allows for rich discussion within PLC's to inform further instruction.

WRITING

The K-5 Literacy PLC has identified Essential Learning Targets for writing. The implementation of a writing workshop has become necessary to support the reading workshop. K-5 teachers are piloting Lucy Calkins' Writer's Workshop. The district literacy coach and the county literacy coach provide professional development to support the implementation of a writing workshop. Data from the pilot will be analyzed to determine the adoption of a new writing curriculum.

K-5 teachers continue to use district selected writing prompts and district created clarifying documents to assess students within the three types of writing. This data can be used to improve instruction within Tier I writing.

SOCIAL STUDIES

The K-5 Social Studies PLC began identifying Essential Learning Targets and creating common assessments. Each grade level collaborates to develop instruction with the use of a variety of program resources including TCI, Social Studies ALIVE! curricula, MI Open Book and Giants.

SCIENCE

The K-5 Science PLC began identifying Essential Learning Targets and creating common assessments. The Battle Creek Science Kits are transitioning to the Cereal City Science Kits in light of the Next Generation Science Standards.

School Improvement Goal Progress

MATH: end of year Delta Math Screener Data:

- KINDERGARTEN - 97% at or above 70% on 1st grade readiness standards
- 1st GRADE - 100 % at or above 70% on 2nd grade readiness standards
- 2nd GRADE - 89% at or above 70% on 3rd grade readiness standards
- 3rd GRADE - 100% at or above 70% on 4th grade readiness standards
- 4th GRADE - 98% at or above 70% on 5th grade readiness standards
- 5th GRADE - 100% at or above 70% on 6th grade readiness standards

READING: Fountas and Pinnell Reading Proficiency (end of year)

- Kindergarten: 50% at benchmark
- 1st grade: 77% at benchmark
- 2nd grade: 82% at benchmark
- 3rd grade: 72% at benchmark
- 4th grade: 55% at benchmark
- 5th grade: 56% at benchmark

2. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Programs and services located in the Otsego Public Schools include:

- Early Childhood Special Education - a special education classroom designed to provide preschool aged students with disabilities services to prepare them for Kindergarten.
- Hearing and Visual Consultant Services - specialists in the areas of hearing and visual impairments work with students in our local schools to support them in the general education classroom.
- Social Work, Speech Pathology and Occupational Therapy services are available to all students.
- Autism Spectrum Disorder Consultant Services - specialists in the area of Autism Spectrum Disorder work with both students and teachers in our local schools to support their success in the educational environment.
- Walk in services and small group learning opportunities for students with disabilities ages 3 - 5 who qualify.
- Level 3 Programs - these programs are designed to provide educational and functional services to students specifically in the area of Autism who need more intensive communication, sensory, independence, and behavior support both in the classroom and in life.
- Level 2 Programs - these programs are designed to provide educational services to students with disabilities who need more intensive learning support both in the classroom and in life.
- Level 1 Programs - these services are designed to provide students with disabilities academic and social support within the general education classroom and curriculum.

In addition to the programs and services provided locally in the Otsego Public Schools, students with special needs also attend specialized county programs at the Hillside Learning and Behavior Center. Hillside's West campus houses programs for students with severe cognitive, physical, and neurologic impairments. Hillside's East campus houses programs for students with severe emotional and behavioral impairments.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL.

As mandated by the State of Michigan, Otsego Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, Common Core State Standards, the Michigan Grade Level Content expectations and the Michigan High School Content Expectations. Common Core State Standards are used in K-12 for English Language Arts and Math. GLCES are followed for all other subjects in K-8 and HSCES for all other subjects 9-12. Common Core State Standards and [curriculum maps, K-12](#) are available online on the Curriculum and Instruction Webpage. For more information, please contact Heather Kortlandt, Director of Instruction at 269-694- 7904.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS.

N/A

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2020-21

- 85% of families were represented at the virtual orientation in August 2020
- 96% of students had a parent/guardian attend virtual conferences in the Fall of 2020.
- 96% of students had a parent/guardian attend virtual conferences Spring of 2021.

2019-20

- 86% of families were represented at the orientation in August 2019
- 96% of students had a parent/guardian attend conferences in the Fall of 2019.
- 95% of students had a parent/guardian attend conferences Spring of 2020.

Alamo Elementary staff takes great pride in the work that we do. We have a dedicated staff of 18 certified teachers, a student support services staff member, an intervention specialist, a literacy coach and 2 paraprofessionals who help our students learn to their full potential. We are always looking at ways to improve student achievement on the individual student level and look forward to another great year ahead. Please look at our Points of Pride below to see all of the ways our students are excelling in school and in life experiences.

Sincerely,

Nicole Knight-Lucas, Principal
Alamo Elementary School

Points of Pride 2020-21

- Our building theme this year (Disney), “Learning is Magical”, united our students, staff and community and gave direction to our building program.
- All students participated in the 13th Jump rope for Heart/Kids Heart Challenge event raising \$5,800.
- Our spring fundraiser was an Inflatable Frenzy Fun Run and raised over \$13,000.
- Provided 15 backpacks in the Backpack Buddy Program.
- Nine students received the President’s Award for Educational Excellence and nine students received the President’s Award for Educational Improvement.
- Twenty students had perfect attendance all year.
- Mrs. Conley trained fourteen 5th grade students who volunteered their free time to work on the playground as Conflict Managers. These students assist with Mileage Club and help younger students solve social problems.
- Seven third through fifth grade students received all A’s for the entire school year.
- Twenty nine third through fifth grade students received all A’s & B’s for the entire school year.
- Provided Christmas for 33 local kids with 4 gifts each for Christmas.
- Alamo students in K-5th grade made Christmas cards for Wings of Hope Hospice Card Capers.
- Successful continuation of building wide character recognition program, PRIDE (Positive Attitude, Responsible Actions, Integrity Within) Determination to Succeed, Expect Excellence)
- Sustained building wide hallway, bathroom, cafeteria, and playground expectations.
- Successful completion of the state online assessment M-STEP.
- Successful response to intervention system time for math and reading both virtually and in person.
- Students read over 150,000 minutes during March is Reading month. Each classroom met their class reading goal and got to slim the principal.
- Alamo hosted a virtual orientation night in August and had an 85% success rate.
- Our Media Center hosted a virtual Scholastic Book Fair earning the school more than \$2,000.00 towards the purchase of new books.
- Delayed Start Wednesdays: 30 delayed starts focused on RTI Professional Development and PLC time for collaboration, data analysis, and curriculum evaluation.
- Sustained building wide classroom reading non-negotiables including daily read to self-time, daily read-alouds, good fit books, and small group/one on one conferencing for every student.
- Alamo Leadership Teams consisted of 76 4th & 5th graders on a variety of teams: Dawg Pound, Alamo Cares, News Anchors, Clean Team, Green Team, Library Helpers & Student Media.
- Alamo Cares sold “Boo Grams” at Halloween and “Candy Grams” at Christmas. They made over \$1,000 to put towards new recess equipment.
- Alamo Student Council collected 2,118 cans during the “Souper Bowl” challenge for Christian Neighbors.

- Alamo fourth graders participated in the Consumers Think Energy Program and received a small grant for their classroom.
- Every trimester two students (one male and one female) were recognized for showing outstanding citizenship in the trimester awards assembly.
- Each trimester Alamo teachers select three students from their classroom to recognize them for success within the classroom. It can be for academics, behavioral, character, leadership, etc.
- Each month grade level teachers selected a student of the month. Students were recognized through a video presentation by the teacher and a school video was created and shared with parents and families.
- Weekly P.R.I.D.E. awards are given out to recognize students for positive attitude, responsible actions, integrity within, determination to succeed and expect excellence.
- 5th graders participate in “Open Market” on a monthly basis to buy and sell items with in class dollars they earn for positive behavior.
- 2nd graders participated in a virtual field trip to Charlton Park.
- Alamo student numbers grew from 205-235 students from the beginning of the year to the end of the year during the pandemic.
- Alamo was able to provide in person learning experiences for students all year during the pandemic.
- Kindergarten celebrated a successful year of growth with parents and families in an outdoor recognition ceremony.
- 1st graders participated in a virtual celebration with parents and families to celebrate the end of 1st grade.
- Steven’s Puppets visited Alamo in March and students enjoyed a marionette puppet show.
- 3rd graders completed a biography project in which they researched someone famous, wrote a biography and presented it to the class.
- 5th graders participated in 5th grade recognition ceremonies with parents and family members in completion of the end of elementary.
- 5th graders participated in 5th grade Track and Field Day at Bulldog Stadium as a special celebration to the end of elementary school.