



Jeffery S. Haase, Superintendent

400 Sherwood St. Otsego, MI 49078

www.otsegops.org

Washington Street Elementary 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 Washington Street Elementary. 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 Jennifer Knight, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website: [2021-22 Washington Street 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 has not been given one of these labels.

The key challenges at Washington Street Elementary are deficiencies in the area of reading. To support this challenge, we have implemented a new curriculum in grades kindergarten through fifth, Lucy Calkins Units of Study in Reading. In addition, we have implemented the Lucy Calkins Units of Study in Phonics for grades kindergarten through second. All classrooms have established a non-negotiable "Read to Self" time where students continue to build their reading stamina. Students who are more than a grade level behind receive daily targeted intervention in reading.

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

The faculty and staff at Washington Street Elementary have been firmly committed to the school improvement process for more than 21 years. This year our teaching staff targeted ELA as a main goal.

We've implemented Lucy Calkins Units of Study Reading, K-5. The goal is understanding best practices around the workshop model for reading. All grade levels worked with our district literacy coach to implement units.

GOALS:

1. All students will increase their knowledge of math facts and computation skills.
2. Students will increase their writing proficiency.
3. All students at WSE will increase their reading proficiency in reading fluency.

Progress:

Math:

Washington Street Elementary continues to support fluency practice in basic math facts utilizing Title I support, weekly timed tests, and Pearson Quick Checks. In K-5th, Delta Math quick checks were utilized on a regular basis to help fill the gaps of students struggling with math facts and added in small group instruction with our Title I for math.

Common Formative and Summative Assessments for Math Essential Learning Targets will inform intervention for students who have yet to master the readiness standards. Title I Tutors and special educators will be consistently intervening with the identified students. An 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 ELTs and use the data to make instructional decisions to support students in whole group, small group and one on one conferences.

Writing:

Kindergarten through second grade implemented Lucy Calkins Units of Study in Phonics. K-5 piloted Lucy Calkins Units of Writing. The MSTEP is rigorous and we continue to work on individual writing skills to achieve proficiency on the state assessment. The K-5 Literacy PLC has identified Essential Learning Targets for writing.

Reading:

WSE targeted struggling readers through Tier II and Tier III groups. These groups were progress monitored frequently and stayed fluid throughout the year depending on the skills covered. The focus component with Lucy Calkins has been in the workshop model with Read to Self.

Washington Street Elementary used Fountas and Pinnell Benchmarking Assessments to diagnose individual student's needs and identify 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. Professional Development is focused on implementing a workshop model for English Language Arts instruction. In grades K-5, reading intervention time has been scheduled to better serve all students. Teachers have dedicated time to common reading intervention throughout the day with assistance from the special education teacher and Title I Tutors. Teachers work closely with a literacy coach each week to plan instruction, analyze data and plan interventions. PLCs continue to analyze data to make pedagogical and programming decisions as well as to inform individualized interventions for students.

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

- 93% of students had a parent/guardian attend virtual conferences in the Fall of 2020.
- 92% of students had a parent/guardian attend virtual conferences Spring of 2021.

2019-20

- 93% of students had a parent/guardian attend conferences in the Fall of 2019.
- 89% of students had a parent/guardian attend conferences Spring of 2020.

Washington Street Elementary staff takes great pride in the work that we do. We have a dedicated staff of 24 certified teachers, a school counselor, a literacy coach and 5 paraprofessionals who help our 364 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,

Jennifer Knight, Principal
Washington Street Elementary

Points of Pride 2020-21

- A total of 20 fifth grade students qualified for the President's Award for Educational Excellence.
- Recognition assemblies were held each trimester to recognize students for exemplary attendance, academic success, and good citizenship.
- Washington Street Elementary participated in several service learning projects. In December, we joined hands with Wings of Hope Hospice to provide 350 cards for patients, bereaved families, and nursing home residents.
- Maintained a strong financial backing for our Backpack Buddies program. This program is in its 15th year and this year serviced 20+ students. This year, the program was in every building in the district!
- Seven WSE staff members received OPS Foundation grants for specialized programs!
- We had 10 girls participate in Girls on the Run!
- Fifth graders completed over 150 hours of community service outside of class for a seventh year in a row.

- Sixty-two students participated in our JumpStart! program each day. This cardiovascular program helped students improve focus for academics and build self-esteem.
- Forty-seven students participated in our 9th annual Warriors after-school program for third through fifth graders that was held totally virtually. Students completed a swim, bike, run that totaled 5.1 miles.
- Student Council had several service projects throughout the year. In December, the Stuff the Stockings project collected hygiene items for needy families. In March, we organized a canned food drive and collected food for Christian Neighbors. In May, the students cleaned up the Learning Garden.
- Accelerated Reader Store is on a level system. Students can shop each trimester for prizes and 'experiences'.
- Kindergarten students performed in their annual Kindergarten Celebration. Families were able to attend the event and participate in a scavenger hunt.
- Classroom staff participated in Professional Learning Communities throughout the year to improve instruction.
- Two staff members were honored as Outstanding People for Education.
- Upper Elementary students participated in Christmas Caroling throughout the school.
- We celebrated fifth grade successes at an end of year Fifth Grade Recognition program.
- The Bridge Builders program has sponsored four trips for students to have Michigan memories and positive experiences outside the classroom. In addition, they have expanded their program to meet more often to focus on serving others and learning life-skills.
- In May, first grade hosted a community service project where they spent an afternoon cleaning up trash at Memorial Park.
- We provided school families with dinners, Thanksgiving basket meals, and meals provided by a local restaurant.
- We adopted two families to sponsor for Christmas and connected families with local businesses to support two additional families.
- We had an All School Fun Run and raised \$25,000 to support events and programs in our school.
- Second grade hatched out chickens and raised them for 6 weeks.
- Our school decorated placemats for Valentine's Day and sent them to various nursing homes in the community.