



Jeffery S. Haase, Superintendent

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Alamo Elementary Annual Education Report for 2020-21

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the 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 Holly McCaw, Director of Communications, for assistance.

The AER is available for you to review electronically by visiting the following link: [2020-21 Alamo Elementary AER](#), or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Alamo Elementary was not given one of these labels.

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.

4. All students will increase their social studies proficiency.
5. All students will increase their science proficiency.

MATH

Alamo Elementary's School Improvement Goal for Math seeks high levels of math learning using RTI to meet students' individual needs. Common Formative and Summative Assessments for Math Essential Learning Targets have been identified. 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. Paraprofessionals and special educators will be consistently intervening with the identified 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 essential math skills. These teaching, learning and assessment resources have been aligned with the Math resources K-5 (Pearson - Envisions Math). The K-5 math units are being analyzed with common unit assessments aligned with the Common Core Standards.

READING

Alamo Elementary is now in its second year of using the Fountas and Pinnell benchmark Assessment to assess student proficiency in reading. Teachers analyze the running record data and identify students for additional support in reading. In grades K-5, common 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 paraprofessionals.

Tier I reading instruction takes place within a workshop model and includes program resources such as Daily 5 and CAFE, K-5; Guided Reading, K-2; Literature Circles, 3-5. Teachers in grades K-2 are in their first year of implementing the Lucy Calkins Reading Units of Study. In addition, several upper grade levels including fourth and fifth grade are piloting the Lucy Calkins Reading Units of Study. 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 conferencing 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 has 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. Throughout the year, a small team of teachers work with the literacy coach and building principal to create a Skills At A Glance document for teachers to reference while conferencing with a student. The Skills At A Glance document is based on the Literacy Continuum and identifies the most essential skills within each text level. The work preceded the

completion of the district Essential Learning Targets (ELT's) document for reading. Teachers not only identified the most essential standards, but 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 is beginning the process of identifying Essential Learning Targets for writing, using the Write Steps as the main teaching resource. As we move to a workshop model for Reading, the need to integrate writing into the workshop has become apparent. Several 3-5 teachers began piloting Lucy Caulkins' Writer's Workshop 2018-19 as we begin the process of improving our writing program. 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. This was the 2nd year in the three year RTI-plan process for Science

School Improvement Goal Progress

2018-19 Academic Year

MATH: end of year Delta Math Screener Data:

KINDERGARTEN: 95% at or above 80% on 1st grade readiness standards
1st GRADE: 77% at or above 80% on 2nd grade readiness standards
2nd GRADE: 89% at or above 80% on 3rd grade readiness standards
3rd GRADE: 93% at or above 80% on 4th grade readiness standards
4th GRADE: 80% at or above 80% on 5th grade readiness standards
5th GRADE: 77% at or above 80% on 6th grade readiness standards

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

Kindergarten: 95% at benchmark
1st grade: 86% at benchmark
2nd grade: 77% at benchmark
3rd grade: 93% at benchmark
4th grade: 60% at benchmark
5th grade: 68% at benchmark

WRITING: Narrative writing prompt data

Kindergarten: 88% meets or exceeds expectations
1st grade: 91% meets or exceeds expectations
2nd grade: 60% meets or exceeds expectations
3rd grade: 98% meets or exceeds expectations
4th grade: 87% meets or exceeds expectations
5th grade: 66% meets or exceeds expectations

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 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

2019-20 School Year

- % of families were represented at the orientation in August 2019
- % of students had a parent/guardian attend conferences in the fall of 2019
- % of students had a parent/guardian attend conferences in the spring of 2020

2018-19 School Year

- 94% of families were represented at the orientation in August 2018
- 97% of students had a parent/guardian attend conferences in the fall of 2018.
- 93% of students had a parent/guardian attend conferences Spring of 2019.

Alamo Elementary staff takes great pride in the work that we do. We have a dedicated staff of 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.

Sincerely,

Nicole Knight-Lucas
Alamo Elementary Principal