



Jeffery S. Haase, Superintendent

400 Sherwood St., Otsego, MI 49078

www.otsegops.org

Washington Street Elementary Annual Education Report for 2020-21

February 12, 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 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 Holly McCaw, Director of Communications, for assistance.

The AER is available for you to review electronically by visiting the following link: [2020-21 Washington Street 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. Washington Street Elementary was not 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 20 years. This year our teaching staff targeted ELA as a main goal. We had K-5 implement Lucy Calkins Units of Study Reading. 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 for teaching Phonics. Third and Fourth grade implemented Lucy Calkins Units of Writing. Second grade piloted one unit of 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 is beginning the process of identifying 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 time on text. 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.

[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

Due to school closures because of COVID-19, end of the year assessments were waived. We have listed 2019 data for reference.

Reading: STAR Reading Assessment (end of the year):

- K-1st take the Early Literacy Assessment.
- 2nd grade: 75% at benchmark or above
- 3rd grade: 72% at benchmark or above
- 4th grade: 69% at benchmark or above
- 5th grade: 67% at benchmark or above

Identify the number and percent of students represented by parents at parent-teacher conferences

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.

2018-2019

- 92% of students had a parent/guardian attend conferences in the fall of 2018.
- 86% of students had a parent/guardian attend conferences spring of 2019.

Washington Street Elementary staff takes great pride in the work that we do. We have a dedicated staff of 47 certified teachers, a school counselor, a literacy coach and four paraprofessionals who help our 432 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,

Jennifer Knight
Washington Street Elementary Principal