



Washington Street Elementary Annual Education Report (AER) 2018-19

April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Washington Street 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 Principal Heather Badders for assistance.

The AER is available for you to review electronically on the [Otsego Public Schools website: otsegops.org](http://otsegops.org), or by clicking on the following link: [Washington Street Elementary AER Data](#). You may also review a copy in the main office at your child's school.

For the 2017-18 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 three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels. This year we had several grade levels pilot the Lucy Calkins Units of Study. Our district literacy coach worked extensively with K-5 teachers to improve instruction using the workshop model in ELA. Through F & P assessments, we found that retell was a needed area of focus in the future for all students. Staff coordinated with our literacy coach and Title I staff to explicitly teach how to retell using the F & P assessment components. By the end of the year, most students drastically improved in the area of retell.

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. 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 18 years. This year our teaching staff targeted ELA as a main goal. We had several grade levels pilot the Lucy Calkins Units of Study Reading. The goal is understanding best practices around the workshop model for reading. Those grade level 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.
4. All students will increase their science proficiency.
5. All students will increase their social studies proficiency.

Progress:

Math:

WSE 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.

Writing:

We continue to target writing instruction using WriteSteps. The MSTEP is rigorous and we continue to work on individual writing skills to achieve proficiency on the state assessment.

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 and Daily 5 has been in the workshop model with Read to Self in third and fourth grades.

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

The data below shows the progress that has been made in these areas in recent years.

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

- K-1st take the Early Literacy Assessment.
- 2nd grade: 88% at benchmark or above
- 3rd grade: 79% at benchmark or above
- 4th grade: 75% at benchmark or above
- 5th grade: 57% at benchmark or above

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

2017-2018

- 94% of students had a parent/guardian attend conferences in the Fall of 2017.
- 85% of students had a parent/guardian attend conferences Spring of 2018.

2016-2017

- 92% of students had a parent/guardian attend conferences in the Fall of 2016.
- 87% of students had a parent/guardian attend conferences Spring of 2017

We are very proud of all we do and offer at Washington Street Elementary. We have a dedicated staff of 50 teachers, tutors and paraprofessionals and a school counselor who help our 434 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,

Heather Badders
WSE Principal

Points of Pride 2017-2018

- A total of 24 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 October we raked leaves for senior citizens on Make A Difference Day. In December, we joined hands with Wings of Hope Hospice to provide close to 100 platters of cookies for patients, bereaved families, and nursing home residents.
- For the 19th consecutive year, nine students' artwork will be displayed in China as part of a contest sponsored by the Michigan State University Extension Service's 4-H program.
- Fifteenth annual Career Fair for our third, fourth and fifth graders. Parents and local businesses presented to give students a glimpse of some career opportunities.
- Maintained a strong financial backing for our Backpack Buddies program. This program is in its 11th year and this year serviced 27 students. This year the program was in every building in the district!
- Twelve WSE staff received OPS Foundation grants for specialized programs! ● We had sixteen girls participate in Girls on the Run!
- Nineteen third, fourth and fifth graders participated in our Envisions program. This advanced and accelerated course provided two different opportunities for students to create and organize special projects.
- Twenty-five students participated in the Borgess Fitness Run in April. One student placed in the top four.
- Thirty-nine dads from Washington Street Elementary participated in our Watch D.O.G.S. program throughout the year; the program aims to put more male role models into our students' day. In September, we hosted a Dads & Kids tailgate party for Watch D.O.G.S.
- Fifth graders completed over 150 hours of community service outside of class for a fifth year in a row.
- Fifty-two students participated in our JumpStart! program each day. The kindergarten classes participated twice a week before reading groups. This cardiovascular program helped students improve focus for academics and build self-esteem.
- In August we hosted our Ninth Annual Clothing Exchange. Families are invited to browse after Parent Orientation for clothing items, students are offered hygiene items/free haircuts and a free shoe voucher from Payless.

- Thirty-six students in fourth and fifth grades are trained and participate in our Conflict Manager Program.
- Thirty-two students participated in STARS, an afterschool music program, for fourth and fifth graders.
- Nine classrooms participated in Junior Achievement.
- In September we organized a Fall Fest which included classroom visits, games and activities for all our families. A free dinner was also provided by the staff.
- Sixty-five students participated in our fourth annual Warriors after-school program for third through fifth graders. Students completed a swim, bike, run and obstacle course.
- Student Council had several service projects throughout the year. In December, Stuff the Stockings project collected hygiene items for needy families and opened the annual Holiday Store. In March, the student council organized a canned food drive and collected almost a ton of food for Christian Neighbors. In April, the students cleaned up the Learning Garden.
- Accelerated Reader Store is on a level system. Students can shop each month of prizes and 'experiences'.
- All first grade class hosted their second annual Dads & Donuts and Moms & Muffins in the morning. In May, all three first grade classes put on a farm program.
- Classroom staff participated in Professional Learning Communities throughout the year to improve instruction.
- In January, nine high school foreign exchange students and community members were presenters for our annual Holidays Around the World night.
- Fifteen staff members were honored as Outstanding People for Education.
- Bridge Builders program has sponsored eight trips for students to have Michigan memories and positive experiences.
- Third grade classes hosted their fourth annual Michigan breakfast. Students collected cans and the funds went to purchasing and serving Michigan made products and dishes.