



Alamo 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 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 Principal Nicole Knight-Lucas 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: [Alamo 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. The faculty and staff at Alamo Elementary School provide a quality education for all students in an environment that encourages the discovery and development of skills, knowledge and attitudes necessary for lifelong learning. Parents and community members are encouraged to join us in this endeavor

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

Alamo Elementary has established goals for continued review and improvement of our school program. Our goal areas focus on:

1. All students will demonstrate cross-curricular writing proficiency to adequately develop ideas and content using details and examples.
2. All students will demonstrate mastery of basic math facts and computation skills.
3. Students will increase their comprehension of informational reading material.

MATH

Common Formative and Summative Assessments for Math Essential Learning Targets will inform intervention for students who have yet to master the readiness standards. Paraprofessionals and special educators will be consistently intervening 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

Alamo Elementary is in its first year of using the Fountas and Pinnell Benchmark Assessment to assess student's 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 Rewiring the Brain, K-5; Houghton Mifflin, K-5; Daily 5 and CAFE, K-5; Guided Reading, K-2; Literature Circles, 3-5. Several grade levels including second grade 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. 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 individuals 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.

MATH: end of year Delta Math Screener Data:

- KINDERGARTEN
 - 94% at or above 80% on 1st grade readiness standards
- 1st GRADE
 - 95% at or above 80% on 2nd grade readiness standards
- 2nd GRADE
 - 95% at or above 80% on 3rd grade readiness standards
- 3rd GRADE
 - 97% at or above 80% on 4th grade readiness standards
- 4th GRADE
 - 96% at or above 80% on 5th grade readiness standards
- 5th GRADE
 - 98% at or above 80% on 6th grade readiness standards

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

- Kindergarten: 74% at benchmark
- 1st grade: 82% at benchmark
- 2nd grade: 87% at benchmark
- 3rd grade: 97% at benchmark
- 4th grade: 60% at benchmark
- 5th grade: 68% at benchmark

WRITING: Narrative writing prompt data

- Kindergarten: 94% meets or exceeds expectations
- 1st grade: 88% meets or exceeds expectations
- 2nd grade: 92% meets or exceeds expectations
- 3rd grade: 90% meets or exceeds expectations
- 4th grade: 86% meets or exceeds expectations
- 5th grade: 84% 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

Star Reading

Instructional Reading Level:

- 1st grade: 73% at or above grade level
- 2nd grade: 83% at or above grade level
- 3rd grade: 70% at or above grade level
- 4th grade: 63% at or above grade level
- 5th grade: 55% at or above grade level

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

2017-18

- 92% of families were represented at the orientation in August 2017
- 96% of students had a parent/guardian attend conferences in the Fall of 2017.
- 94% of students had a parent/guardian attend conferences Spring of 2018.

2016-17

- 94% of families were represented at the orientation in August 2016
- 95% of students had a parent/guardian attend conferences in the Fall of 2016.
- 92% of students had a parent/guardian attend conferences Spring of 2017.

Alamo Elementary staff takes great pride in the work that we do. We have a dedicated staff of 21 certified teachers, a student support services staff member, an intervention specialist, a literacy coach and two 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
Alamo Elementary School Principal

Points of Pride 2017-18

- Our building theme this year (jungle), "Swinging into Learning", united our students, staff and community and gave direction to our building program.
- WatchD.O.G.S. Program where dads volunteered their day at school in the classrooms, hallways, cafeteria and playground.
- Five students from Alamo Elementary had their artwork selected for a traveling display to be sent to China by the Michigan State University Extension Service's 4-H program. This is the sixteenth year in a row a student from Alamo has had their artwork chosen for the exchange.
- Exercise and healthy choices were concentrated on in all areas.
- All students participated in the 11th Jump rope for Heart event raising \$5,800.
- All students and faculty participated in ACES (All Children Exercising Simultaneously) on May 2nd.
- Our fall fundraiser was a walk-a-thon which raised over \$13,000.
- Seventeen students had over 200 accelerated reader points.
- Provided 15 backpacks in the Backpack Buddy Program.
- Thirteen, fourth and fifth grade girls participated on two different teams in the Greater Kalamazoo Girls on the Run. The greater Kalamazoo area is one of the largest events in the nation with over 2,000 girls participating this year.
- Nine students received the President's Award for Educational Excellence and ten students received the President's Award for Educational Improvement.
- Nine students had perfect attendance all year.
- Students who were trained as Conflict Managers helped on our school playground during the lunch recess time.
- Thirty-seven third through fifth grade students received all A's for the entire school year.
- Fifty-eight third through fifth grade students received all A's & B's for the entire school year.
- The Alamo Lunchtime Walking Club was continued this year. As a school, we walked over 5,000 miles.
- Hosted over 100 moms for Muffins with Mom.
- Hosted over 100 dads for Donuts with Dudes.
- Three teams (19 students) participated in Battle of the Books this year.
- Alamo students exhibited work at the annual Creative Arts Festival in Otsego.

- Provided Christmas for 27 local kids with 5 gifts each for Christmas and 100 gift cards for each family.
- Student Council packaged 43 dozen cookies were assembled for Wings of Hope Hospice Cookie Capers.
- After school exercise intervention, PAWS (Physical Activity With Spirit), was continued. Twenty-five students participated in the program.
- 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.
- Elementary float entered into the annual Homecoming parade.
- Each Friday morning begins with dancing and greeting the whole school in the hallways.
- Kalamazoo Nature Center visited each classroom for a specialized program.
- Third grade students partnered with Dix Street elementary for a musical performance "Hats"
- The Otsego Stars (22 Alamo students), an after school choir for 4th & 5th grade students, had two performances at Otsego High School.
- LEGO Lab continued throughout the building and used as a resource to teach core curriculum.
- After school LEGO leagues for 3rd-5th grade students.
- Successful completion of the state online assessment M-STEP.
- Successful intervention system time for math and reading.
- Family events were held throughout the year including: Meet & Greet, Fall Festival, Roller Skating at Roller World & Alamo Reading Night.
- Author Ruth McNally Barshaw visited during March is Reading Month.
- Students read over 150,000 minutes during March is Reading month. Each classroom met their class reading goal and earned \$100 toward their classroom library and got to tape the principal to the wall.
- Our Media Center hosted a Scholastic Book Fair earning the school more than \$3,500.00 towards the purchase of new books.
- Mrs. Rachell Juriga trained twelve 5th grade and twelve 4th 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.
- 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 hosts Tots N' Tunes, a 0-Pre-K story time, once a month.
- 4th Graders made and sold bookmarks as part of their end of the year Social Studies unit.
- 20 3rd-5th grade students participated in Student Council. Student Council members host a school store each month, package cookies for Cookie Capers, host a canned food drive and participate in an Alamo cleanup day.