Alamo Elementary Annual Education Report for 2019-20

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the <SCHOOL NAME>. 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 by visiting the following web site: 2019-20 Alamo Elementary AER, or you may review a copy in the main office at your child’s school.

For the 2018-19 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.

Our school has not been given one of these labels.

State law requires that we also report additional information.

1. 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.

2. 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.
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

3. 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.
4. 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.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
N/A

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

2018-19 School Year
- 94% of families were represented at the orientation in August 2019
- 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.

2017-18 School Year
- 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.

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 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. 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 Principal
Points of Pride 2018-19

- Our building theme this year (Superheros), “Alamo Super Readers”, united our students, staff and community and gave direction to our building program.
- Hosted our annual “Fall Festival” and served over 375 hotdog dinners to Alamo families in attendance. Students participate in carnival games, bounce house activities, Bookfair and snacks.
- WatchD.O.G.S. Program where dad’s volunteered their day at school in the classrooms, hallways, cafeteria and playground.
- Three 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 seventeenth year in a row a student from Alamo has had their artwork chosen for the exchange.
- All students participated in the 12th Jump rope for Heart event raising $5,800.
- All students and faculty participated in ACES (All Children Exercising Simultaneously) on May 1st.
- Our fall fundraiser was an Inflatable Frenzy Fun Run and raised over $13,000.
- Provided 12 backpacks in the Backpack Buddy Program.
- Twelve, third, fourth and fifth grade girls participated in the Greater Kalamazoo Girls on the Run. The greater Kalamazoo area is one of the largest participation in the nation with over 2,000 girls participating this year.
- Girls on the Run hosted a bake sale and raised $150 for the Alamo Nursing Home.
- Seven fourth and fifth grade boys participated in Boyz On The Move where they learned about character and finished a 5K.
- Nine students received the President’s Award for Educational Excellence and nine students received the President’s Award for Educational Improvement.
- Six students had perfect attendance all year.
- Mrs. Rachell Juriga trained fourteen 5th grade and fourteen 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.
- Twenty four third through fifth grade students received all A’s for the entire school year.
- Thirty 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 4,500 miles.
- Hosted over 650 grandparents for our Bi-Annual Grandparents Day celebration.
- Nine third, fourth and fifth graders participated in Battle of the Books this year.
- Alamo students exhibited work at the annual Creative Arts Festival in Otsego.
- Provided Christmas for 33 local kids with 5 gifts each for Christmas and 100 gift cards for each family.
- Student Council packaged 66 dozen cookies were assembled for Wings of Hope Hospice Cookie Capers.
- After school exercise intervention, PAWS (Physical Activity With Spirit), was continued. Twenty-two 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 participated in their annual musical performance “It’s A Hit”
- The Otsego Stars (18 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.
- Eighteen students participated in an after school Robotics league 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, Family Movie Day & Alamo Reading Night.
● Cartoonist Paul Sizer visited during March is Reading Month.
● Students read over 150,000 minutes during March is Reading month. Each classroom meet their class reading goal and got to silly string the principal.
● Our Media Center hosted a Scholastic Book Fair earning the school more than $4,000.00 towards the purchase of new books.
● 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.
● Alamo Student Council collected 1,264 pairs of socks for Sylvia’s Place.
● Alamo Student Council sold “Boo Grams” at Halloween and “Candy Grams” at Christmas. They made over $600 to put towards new recess equipment.
● Alamo Student Council collected 2,118 cans during the “Souper Bowl” challenge for Christian Neighbors.
● Alamo Student Council collected 159 boxes of cereal for the local food pantries.
● Kalamazoo Nature Center provided a nature based program for each classroom that aligned with grade level content in science.
● Alamo fourth graders participated in the Consumers Think Program and received a small grant for their classroom.
● Every trimester two students (one male and one female) were recognized for showing outstanding citizenship in the trimester awards assembly.
● Each trimester Alamo teachers select three students from their classroom to recognize them for success within the classroom. It can be for academics, behavioral, character, leadership, etc.
● Alamo held its second annual Veterans Day breakfast. More than 30 veterans were thanked for their service and served breakfast.
● Weekly P.R.I.D.E. awards are given out to recognize students for positive attitude, responsible actions, integrity within, determination to succeed and expect excellence.