



# ST. LOUIS CARRIE KNAUSE ELEMENTARY

2016-2017 SCHOOL ANNUAL REPORT COVER LETTER

Stephanie Binder, Principal

## Principal's Greeting/Message

April 24, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Carrie Knause Early Childhood Learning Center. 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 Stephanie Binder, principal, for assistance.

The AER is available for you to review electronically by visiting [2016-17 Carrie Knause Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given any of these labels.

Carrie Knause Early Childhood Learning Center has always worked hard at creating a positive learning environment for all children to flourish academically, socially and emotionally. Our success is due to the shared efforts and sacrifices of our teachers, parents and community volunteers. Our continued efforts will be put towards increasing student literacy and improving student achievement.

Our student data shows that we continue to have a high population of economically disadvantaged students and a high level of students needing intensive or strategic support in Math and Reading. In order to address these areas, we have implemented the following:

- Curriculum Mapping took place at each grade level to determine essential standards in Mathematics and to realign our pacing guides and assessments in accordance with these standards.
- We have continued to integrate technology into our teaching to enhance student engagement and achievement. This year we were able to provide a chromebook for each 2nd grader making those classroom 1:1 with students and devices. Kindergarten and 1st grade classrooms also utilize devices as they each have a chromebook cart.
- Teachers received ongoing professional development throughout the year by implementing an early release calendar. Professional development covered student medical concerns, tier 1 interventions and progress monitoring.
- A schedule was implemented to provide common planning time for teachers throughout the school day to assist in creating cohesive instruction across a grade level and to allow for a weekly PLC time.

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- Each grade level also implemented an intervention block. This block was designed to meet every student at their instructional level in reading regardless if they were on grade level, below grade level or at grade level.
- Professional Development also began on creating ELA essential standards. This work will continue in the 2017-2018 school year.

The staff at Carrie Knause Early Childhood Learning Center firmly believes that all students can learn and resource allocation decisions are based on this belief. On behalf of the staff, we would like to thank you for your continued support as we partner together to provide a premier educational experience for your student. Thank you for partnering with us on this mission. We are very proud of the progress that we have made, but are also committed to continue to work to overcome our challenges. Please do not hesitate to contact us if you have any additional questions regarding this report.

Sincerely,

Stephanie Binder  
Principal  
Carrie Knause Early Childhood Learning Center

### Description of the School

Carrie Knause Early Childhood Learning Center serves students in Kindergarten through 2nd Grade. Programs provided at the school include a center based Deaf Education Classroom through the Gratiot Isabella RESD, and Head Start Pre-School through Eight CAP.

### Process for Assigning Pupils to the School

All district pupils are assigned to Carrie Knause Early Childhood Learning Center since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

### Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available in the school office. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students will be proficient in reading.			
<ul style="list-style-type: none"> <li>• Tier 1 Curriculum, Instruction, &amp; Assessment- Our school will implement a solid tier level of curriculum, instruction, and an assessment to improve effective instruction for all children and early identification for all children to master core academic and behavioral objective.</li> </ul>		X	

<ul style="list-style-type: none"> <li>• Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to students not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Tier 3 Intensive Instruction - The district will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives.</li> </ul>		X	
All students will be proficient in writing.			
<ul style="list-style-type: none"> <li>• Tier 1 Curriculum, Instruction, &amp; Assessment -Our school will implement a solid tier level of curriculum, instruction, and an assessment to improve effective instruction for all children and early identification for all children to master core academic and behavioral objective.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to students not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Tier 3 Intensive Instruction - The district will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives.</li> </ul>		X	
All students will be proficient in science.			
<ul style="list-style-type: none"> <li>• Tier 1 Curriculum, Instruction, &amp; Assessment - The district will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to student not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Tier 3 Intensive Instruction - We will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives.</li> </ul>		X	
All students will be proficient in social studies.			
<ul style="list-style-type: none"> <li>• Tier 1 Curriculum, Instruction, &amp; Assessment - The district will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to student not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Tier 3 Intensive Instruction - We will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives.</li> </ul>		X	
All students will be proficient in math.			
<ul style="list-style-type: none"> <li>• Tier 1 Curriculum, Instruction, &amp; Assessment - The district will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to student not meeting achievement</li> </ul>		X	

expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives.			
<ul style="list-style-type: none"> <li>Tier 3 Intensive Instruction - We will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives.</li> </ul>		X	

## Core Curriculum Status

A copy of the Core Curriculum is available in the Carrie Knause Early Childhood Learning Center school office.

### English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize the Houghton Mifflin Harcourt Journeys Reading series verified by research conducted by University of Oregon. The English Language Arts curriculum will be approved by our local Board of Education in the spring of 2018. This year we also began the implementation of Michael Heggerty's Phonemic Awareness curriculum in all grade levels. Teachers participated in professional development beginning to develop essential standards for ELA on 10/20/16, 3/20/17, and 5/3/17.

### Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize a variety of resources to meet those standards. This includes using the strategy of ten frames which is verified by the research done by J. Van de Walle. The Mathematics curriculum will be approved by our local Board of Education in the spring of 2017. Teachers participated in a professional development to align math assessments on November 1 & 9, 2016; January 16 & 17, 2017; March 27 & 28, 2017.

### Science

The Science curriculum follows the Michigan Science Standards approved by Michigan's State Board of Education. Building educators utilize a variety of resources including some of their Houghton Mifflin Harcourt Journeys series verified by research conducted by the University of Oregon. The Science curriculum is anticipated to be approved by our local Board of Education in the spring of 2019.

### Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize a variety of resources. The Social Studies curriculum is anticipated to be approved by our local Board of Education in the spring of 2019.

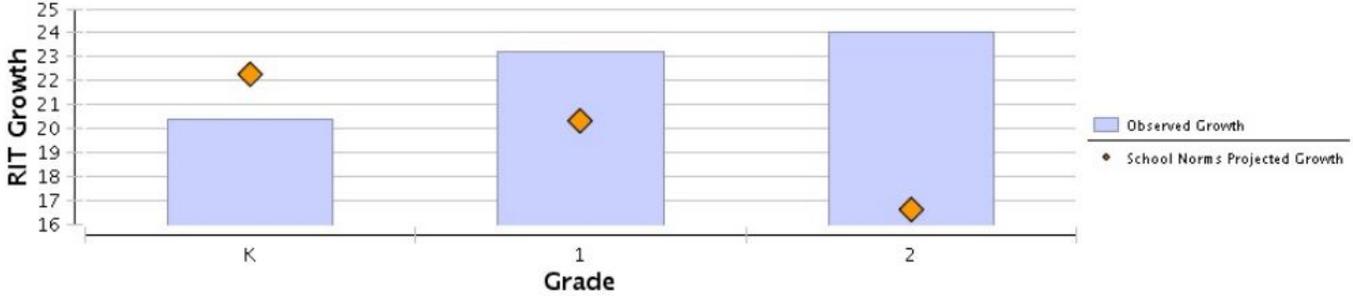
## Aggregate Local Assessment Data

For the 2016-2017 school year, we administered the NWEA assessment for English Language Arts and Math. The charts below show the projected growth goals for our school. The diamonds indicate the norm of where our school is projected to grow. The blue bar graph shows the amount of growth actually achieved by our students in each grade level.

**Carrie Knause**

Grade (Spring 2017)		Comparison Periods						Growth Evaluated Against									
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	81	130.9	10.1	14	151.3	14.0	11	20.4	0.9	22.3	-0.63	27	81	38	47	43	
1	69	154.7	14.9	14	177.9	14.1	32	23.2	1.2	20.3	0.91	82	69	40	58	65	
2	84	174.7	12.6	44	198.8	12.2	85	24.0	1.0	16.6	2.64	99	84	67	80	85	

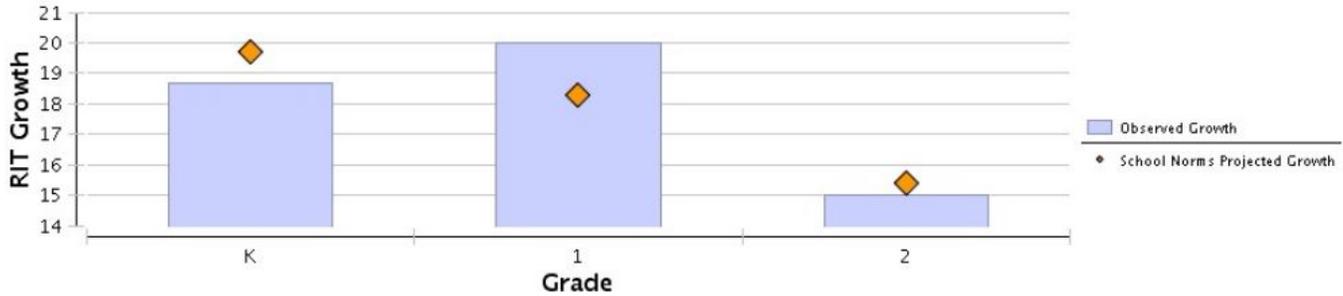
**Mathematics**



**Carrie Knause**

Grade (Spring 2017)		Comparison Periods						Growth Evaluated Against									
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		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	81	133.1	9.4	14	151.8	12.5	14	18.7	1.1	19.7	-0.32	37	81	37	46	41	
1	69	154.7	12.1	22	174.7	13.6	34	20.0	0.9	18.3	0.57	72	69	41	59	58	
2	84	175.1	12.8	61	190.1	10.8	58	15.0	0.9	15.4	-0.14	45	84	43	51	48	

**Reading**



**Parent Teacher Conference Attendance Data**

	2015-2016		2016-2017	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
<b>All</b>	206	86%	142	68%