



ST. LOUIS CARRIE KNAUSE ELEMENTARY

2021-2022 SCHOOL ANNUAL REPORT COVER LETTER

Stephanie Binder, Principal

Principal's Greeting/Message

February 12, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Carrie Knause 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 Stephanie Binder, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3hdpB60>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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. State law also requires that we report additional information, which you can find on the following pages.

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:

- 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 student making our Kindergarten through 2nd grades 1:1 with students and devices.
- Teachers received ongoing professional development throughout the year by implementing an early release calendar. Professional development discusses student engagement and discussion and questioning strategies.
- 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. A schedule was implemented to provide common planning time for

ST. LOUIS CARRIE KNAUSE ELEMENTARY

2021-2022

Annual Education Report

teachers throughout the school day to assist in creating cohesive instruction across a grade level and to allow for a weekly PLC time.

- This year we have also improved our assessment system for literacy. We have created a hierarchy of skills in the area of phonemic awareness. We have implemented an assessment system that utilizes two screeners, NWEA and Dibels assessments. After administering these assessments, any students showing academic deficits can be assessed using the Heggerty Phonemic Awareness assessments. These assessments act as a digging deeper assessment for us and help to determine which specific skill we need to intervene on. We will continue this work in the next year in the area of phonics.

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 MOCI Classroom through the Gratiot Isabella RESD, and Head Start Pre-School through Eight CAP and a daycare open to the community called Children’s Discovery Academy.

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"> • Tier 1 Curriculum, Instruction, & 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. 		X	

<ul style="list-style-type: none"> • 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. 		X	
<ul style="list-style-type: none"> • 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. 		X	
All students will be proficient in writing.			
<ul style="list-style-type: none"> • Tier 1 Curriculum, Instruction, & 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. 		X	
<ul style="list-style-type: none"> • 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. 		X	
<ul style="list-style-type: none"> • 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. 		X	
All students will be proficient in science.			
<ul style="list-style-type: none"> • Tier 1 Curriculum, Instruction, & 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. 		X	
<ul style="list-style-type: none"> • 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. 		X	
<ul style="list-style-type: none"> • 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. 		X	
All students will be proficient in social studies.			
<ul style="list-style-type: none"> • Tier 1 Curriculum, Instruction, & 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. 		X	
<ul style="list-style-type: none"> • 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. 		X	
<ul style="list-style-type: none"> • 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. 		X	
All students will be proficient in math.			
<ul style="list-style-type: none"> • Tier 1 Curriculum, Instruction, & 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. 		X	
<ul style="list-style-type: none"> • 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. 		X	
<ul style="list-style-type: none"> • 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. 		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. We also began the implementation of Michael Heggerty's Phonemic Awareness curriculum in the winter of 2016.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize Engage NY to teach the standards. This includes using the strategy of ten frames which is verified by the research done by J. Van de Walle. The Mathematics curriculum was approved by our local Board of Education in the spring of 2018. Teachers participated in professional development with our math coach during the 2018-19 school year.

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 2020.

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 2020.

Aggregate Local Assessment Data

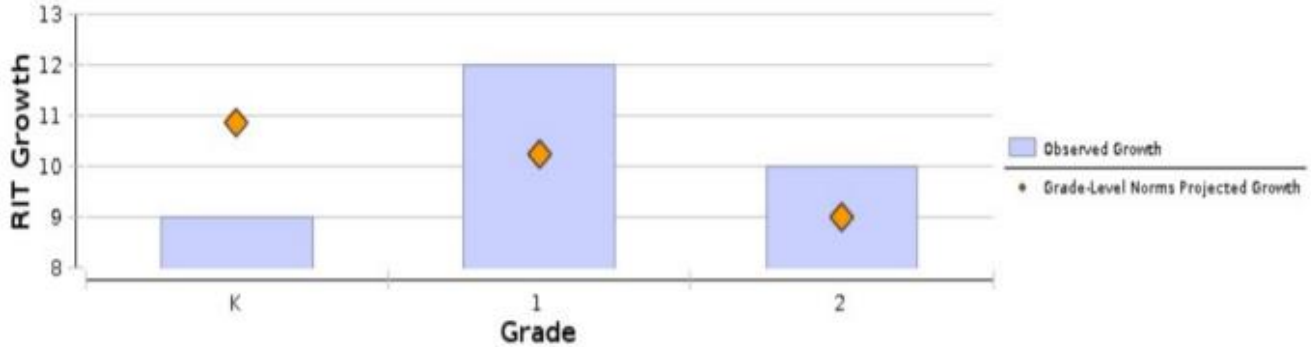
The Carrie Knause staff has aligned their curriculum to meet the current State Standards, Benchmarks and High School Content Expectations. Assessments are based on the criteria set forth by the State of Michigan and the Federal Government. St. Louis Public Schools also utilize the Northwest Evaluation Assessment (NWEA) as an additional assessment tool to measure student progress between state assessments. The following charts are a graphic representation of our student's performance, compiled by subject and grade level over the past two years. The 2019-2020 data is fall to winter testing data as spring assessments were not given due to the Covid- 19 pandemic. The blue bars represent observed growth, and the gold diamonds represent expected growth. Overall, our data reveals that our students are growing in RIT scores each year, but not always achieving the projected growth for each term.

Carrie Knause Elementary School

Math: Math K-12

Grade (Winter 2021)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Winter 2021			Growth		Grade-Level 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	63	136.2	7.9	27	145.2	9.3	17	9	0.9	10.8	-1.44	7	63	27	43	33
1	83	154.3	13.4	16	166.3	13.3	26	12	0.8	10.2	1.24	89	83	49	59	56
2	69	169.7	15.2	18	179.3	14.9	21	10	0.9	9.0	0.46	68	69	38	55	48

Math: Math K-12

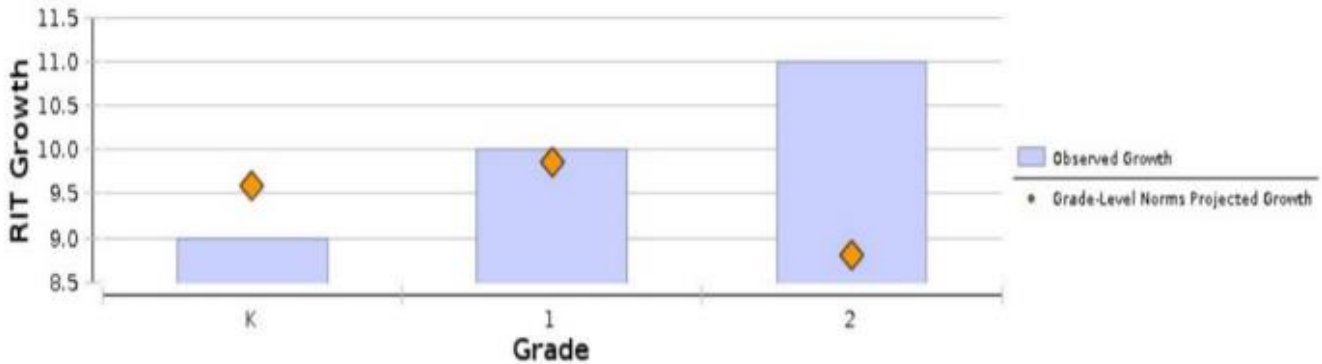


Carrie Knause Elementary School

Language Arts: Reading

Grade (Winter 2021)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Winter 2021			Growth		Grade-Level 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	64	137.5	7.2	56	146.7	8.2	53	9	0.9	9.6	-0.27	39	64	34	53	49
1	83	154.7	11.4	41	164.3	12.7	40	10	1.0	9.9	-0.18	43	83	43	52	48
2	69	170.1	15.3	36	181.2	13.9	50	11	1.1	8.8	1.60	94	69	38	55	58

Language Arts: Reading

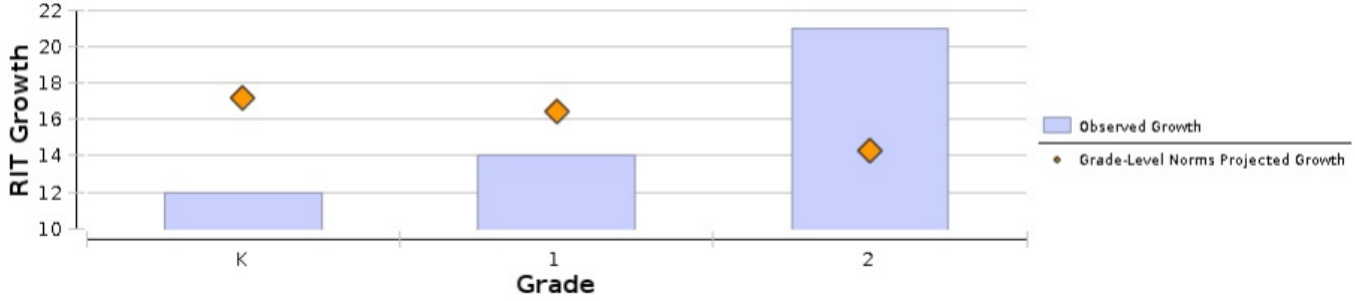


Carrie Knause Elementary School

Math: Math K-12

Grade (Spring 2021)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	56	142.4	13.6	70	154.8	16.7	33	12	1.8	17.1	-2.11	2	56	16	29	23
1	60	157.9	11.8	36	171.6	10.1	22	14	1.3	16.4	-1.08	14	60	24	40	35
2	78	159.1	13.3	1	180.3	15.1	7	21	1.3	14.3	3.05	99	78	60	77	87

Math: Math K-12

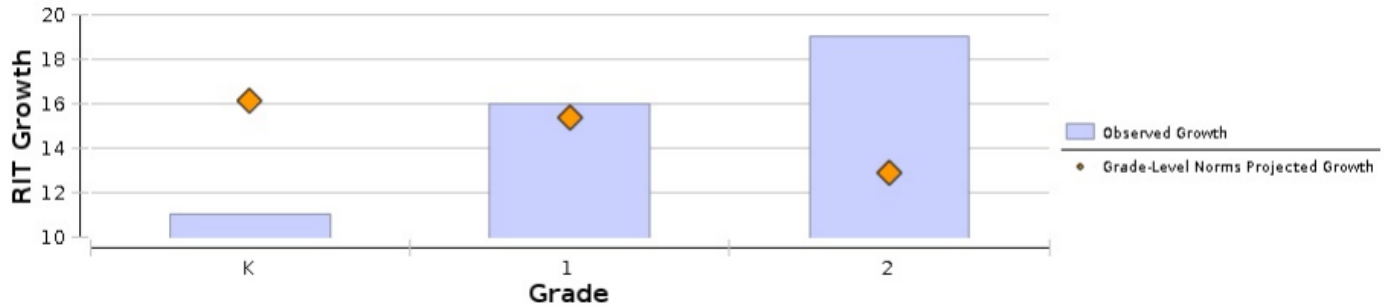


Carrie Knause Elementary School

Language Arts:
Reading

Grade (Spring 2021)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	56	139.6	14.1	71	150.4	15.8	31	11	2.2	16.1	-2.19	1	56	16	29	23
1	60	154.8	10.8	42	170.6	12.6	45	16	1.5	15.4	0.17	57	60	32	53	54
2	78	160.2	15.0	3	179.1	17.4	18	19	1.3	12.9	2.41	99	78	50	64	73

Language Arts: Reading



Parent Teacher Conference Attendance Data

	2019-20		2020-21	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	156	70%	156	78%