

**Weston Elementary School
Annual Report
2015-2016**



Mission Statement:

Weston Elementary School is preparing all of our students for a successful future!

Vision Statement:

Weston Elementary is a place where students are valued, nurtured, and fostered with confidence in order to succeed academically, socially, and emotionally. Our goals are to have a developmentally appropriate, student-centered curriculum and assessments that build upon students' learning for their highest potential. We are committed to building relationships with students, families, and the entire community.

School Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Weston 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 Douglas Hibbs, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.kearsleyschools.org or you may obtain a copy from the Weston office. The AER Combined Report is available at this link: <https://goo.gl/PvjTdC>

Key challenges facing Weston include enrollment, funding, and assuring achievement of all students in all subject areas. The Weston staff works diligently to differentiate instruction for all students, to provide interventions to accelerate learning for struggling students, and to deliver a challenging, aligned curriculum using research-based instructional practices. Information regarding key initiatives being undertaken at Weston Elementary to accelerate student achievement and close persistent gaps in achievement are addressed below in our school improvement update.

We are continuously working to improve at Weston. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report the following additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Kindergarten and first grade students are assigned to Weston Elementary if they are residents of the Kearsley Community Schools attendance area or have made an application through the Schools of Choice process. Schools of Choice enrollment is offered to non-residents based on available openings. All K-1 students in the Kearsley District attend Weston Elementary School.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Writing

Goal: All students will be proficient in writing.

This goal was continued from previous years through the SI process. The essence of the goal was derived using the data from our district common assessments for narrative, opinion, and informational writing to identify kindergarten and first grade instructional needs.

Objective: 78% of all students will demonstrate a proficiency in writing in English Language Arts by 6/13/2016 as measured by district writing assessments.

Focus Strategies for Writing Goal: (Improve readability and content in writing.)

- Weston teachers will differentiate instruction using writing workshop. Teachers will implement units of study based on the MAISA Language Arts units for writing in order to improve the content (ideas and organization) and readability (conventions) of student writing.
- Writing Interventions-Classroom teachers and intervention staff will provide supplemental interventions for targeted students in order to increase their proficiency in writing.

Writing Activities:

- Worked with the district curriculum department to continue to align curriculum documents, materials and assessments with the Common Core State Standards.
- Implemented the use of the Lucy Calkins writing rubrics for scoring our district common assessments for narrative, informational, and opinion writing in kindergarten and first grade
- Implemented the MAISA units of study for writing in kindergarten and first grade
- Provided professional development for grade level representatives focused on the writing units of students. Grade level representatives were responsible for sharing that information during staff meeting and team meeting time.
- Provided professional development by the curriculum coordinator and the literacy coach in the use of the new writing rubrics for narrative, informational, and opinion writing.
- Implemented specific mini-lessons to target improvement in both writing content and readability.
- Provided tiered writing interventions support to targeted students.
- Identified and implemented mini-lessons to target improvement in both writing content and readability.
- Reinforced concepts from mini-lessons through the use of conferring.
- Continued *Words Their Way* word work activities in both kindergarten and first grade.
- Administered the Observation Survey to all first grade students at the start of first grade.
- Invited Weston families to attend literacy night events to provide parents with activities and strategies to support and challenge their students in reading and writing.

| | Kindergarten | | First Grade | |
|----------------------|--------------|------------|-------------|------------|
| | Pre-test | Post-test | Pre-test | Post-test |
| Narrative | 0% | 53% | 0% | 42% |
| Opinion | 0% | 73% | 0% | 88% |
| Informational | 0% | 94% | 3% | 87% |

This school year, 2015-16, and in the years past, it is evident our kindergarten students come to Weston with very limited writing experience. This graph above shows the writing data for both kindergarten and first grade from pre-test to post-test. The pre-test was given at the beginning of each unit. Teaching from MAISA units then occurred for each unit. At the end of the teaching, the post-test was then administered. Weston staff members are excited to see a continued growth in the opinion and informational writing units. The School Improvement and Curriculum Teams are thinking about adjusting the administration timeframe of the narrative units to see continued growth. The post assessment for narrative writing was given in March of 2015. In the past, we administered the assessment at the end of the year to show a year's worth of growth

This year, Weston continued with writing prompts for the second year to correspond with the writing curriculum and assessment program that was consistent from kindergarten through eighth grade in Kearsley. Writing common assessments were scored using the Lucy Calkins writing rubrics. Weston students were administered pre-tests in the fall for narrative, opinion, and informational writing. Post assessments were given at the completion of each unit, thus measuring what students learned during instruction, rather than measuring their growth for the year. This shift in thinking helped us begin to use our common assessments to support instruction and intervention in addition to using them as a measure for student growth in writing.

From the chart above, this narrative pre-test data indicates that our kindergarten students have very little knowledge of the writing process when they enter kindergarten. Although our first grade students have knowledge and skill in writing, when they enter first grade, they are not at the end of year benchmarks. Our data for writing indicates that there are some achievements gaps for our sub-groups, in particular our first grade boys, students receiving speed and language services, and our economically disadvantaged students. As stated earlier, we are

moving toward using our assessments as a guide for instruction and intervention, so assessing after the unit was taught allows us better support our students throughout the year.

From the chart above regarding opinion testing-with the shift to the Michigan K-12 State Standards and the new MAISA units of study, Weston teachers and staff continue to work on opinion writing for our kindergarten and first grade students. Pre-test data indicates that our students were not familiar with opinion writing prior to the teaching of this unit.

Regarding informational writing-pre-test data indicates that our students had minimal knowledge of informational writing prior to teaching the unit. Achievement gaps exist for our students from economically disadvantaged backgrounds and students receiving speech and language support services.

This year was the second year using the new writing units of study, writing assessments, and scoring rubrics. We will review and modify our practices to meet the needs of our students, including aligning the units of study with the assessments and ensuring that the language of the rubric is clear. We look forward to next year when we can compare data over time to determine the effectiveness of our writing program at Weston.

2015-16 Writing Scores

Narrative Writing Assessment

| | | |
|-------------------------|-----------------------|---------------------|
| Kindergarten Pretest: | <u>0% proficient</u> | 100% not proficient |
| Kindergarten Post test: | <u>79% proficient</u> | 21% not proficient |
| First Grade Pretest: | <u>3% proficient</u> | 97% not proficient |
| First Grade Post test: | <u>78% proficient</u> | 22% not proficient |

Opinion Writing Assessment

| | | |
|-------------------------|-----------------------|---------------------|
| Kindergarten Pretest: | <u>0% proficient</u> | 100% not proficient |
| Kindergarten Post test: | <u>70% proficient</u> | 30% not proficient |
| First Grade Pretest: | <u>1% proficient</u> | 99% not proficient |
| First Grade Post test: | <u>84% proficient</u> | 16% not proficient |

Informational Assessments

| | | |
|-------------------------|-----------------------|---------------------|
| Kindergarten Pretest: | <u>0% proficient</u> | 100% not proficient |
| Kindergarten Post test: | <u>91% proficient</u> | 9% not proficient |
| First Grade Pretest: | <u>2% proficient</u> | 98% not proficient |
| First Grade Post test: | <u>88% proficient</u> | 12% not proficient |

The scores for the 15-16 school year again show growth. The areas underlined show levels of proficiency. It also must be noted that some areas indicate proficiency for a pre-test, before students were instructed by the teacher on the genre.

Kindergarten students showed 79% growth with the Narrative Unit. First grade students showed 75% growth from pre-test to post-test with the Narrative Unit. With the Opinion Assessment, Kindergarten students showed a growth of 70% while First Grade Students showed a growth of 83%. The informational writing assessments showed a growth of 91% for Kindergarten students and a growth of 86% for First Grade Students.

This is the third year of implementation for MAISA Writing Units. Teachers continue to effectively learn how to deliver the units to meet the needs of the students.

Writing Data Implications for School Improvement:

- Continue full implementation of tiered writing interventions in order to further target instruction to support student improvement in writing conventions (readability).
- Work with the curriculum coordinator to align curriculum documents, materials, and assessments to the Common Core State Standards.
- Continue using the MAISA writing units of study.
- Provide continued training to grade level representatives through workshops at the GISD. These teachers will share their learning with their grade level team.
- Provide continued training for the new writing units of study to all classroom teachers.
- Identify and implement writing mini-lessons to target improvement in both writing content and readability based on analysis of student writing samples and spring district writing assessment results.
- Develop common marking period benchmarks to be used on evaluating and monitoring student writing proficiency in readability and content based on student writing samples (anchor papers).
- Review and revise writing rubrics for narrative, opinion, and informational writing.
- Continue to implement Words Their Way program in kindergarten and first grade.
- Administer writing pre-assessments to students within the first few weeks of school in order to establish beginning of the year data as a universal assessment.
- Invite families to attend literacy night events to provide parents with activities and strategies to support and challenge their students in reading and writing.
- Allot time for data days and assessment wall meetings to examine data, identify interventions, and process instructional strategies within and across grade levels.
- Use Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.
- Provide *Reading Recovery* and *Leveled Library Intervention* to identified first grade students who are most at risk of not achieving grade level proficiency.
- Provide Tier 2 interventions to small groups of targeted students with a intervention para-professional in order to help them read grade level expectations in writing
- Continue implementing Writers' Workshop, *Words Their Way* and the handwriting program.
- Continue to build awareness of the gender performance gap for struggling boy writers. Articles and research on the difference between boys and girls with regards to school structures and growth and development will be shared at staff and grade level team meetings.
- Continue to develop teachers' understanding of the learning needs of economically disadvantaged students through information presented at staff meetings, in newsletters, and through professional articles.
- Invite families to attend literacy night events to provide parents and guardians with activities and strategies to support and challenge their students in reading and writing.
- Utilize the expertise of the literacy coach to work with teachers to enhance classroom instruction and interventions.

Reading

Goal: All students will be proficient in reading.

This goal is a continuation from previous years. The essence of the goal was derived using Observation Survey data, STAR and DRA data in order to identify areas for instructional focus. The activities were designed to address needs for both kindergarten and first grade.

Objective: 74% of all students will demonstrate a proficiency in reading in English Language Arts by 6/13/16 as measured by the Developmental Reading Assessment 2 (DRA2) with a yearly increase of 2.0%

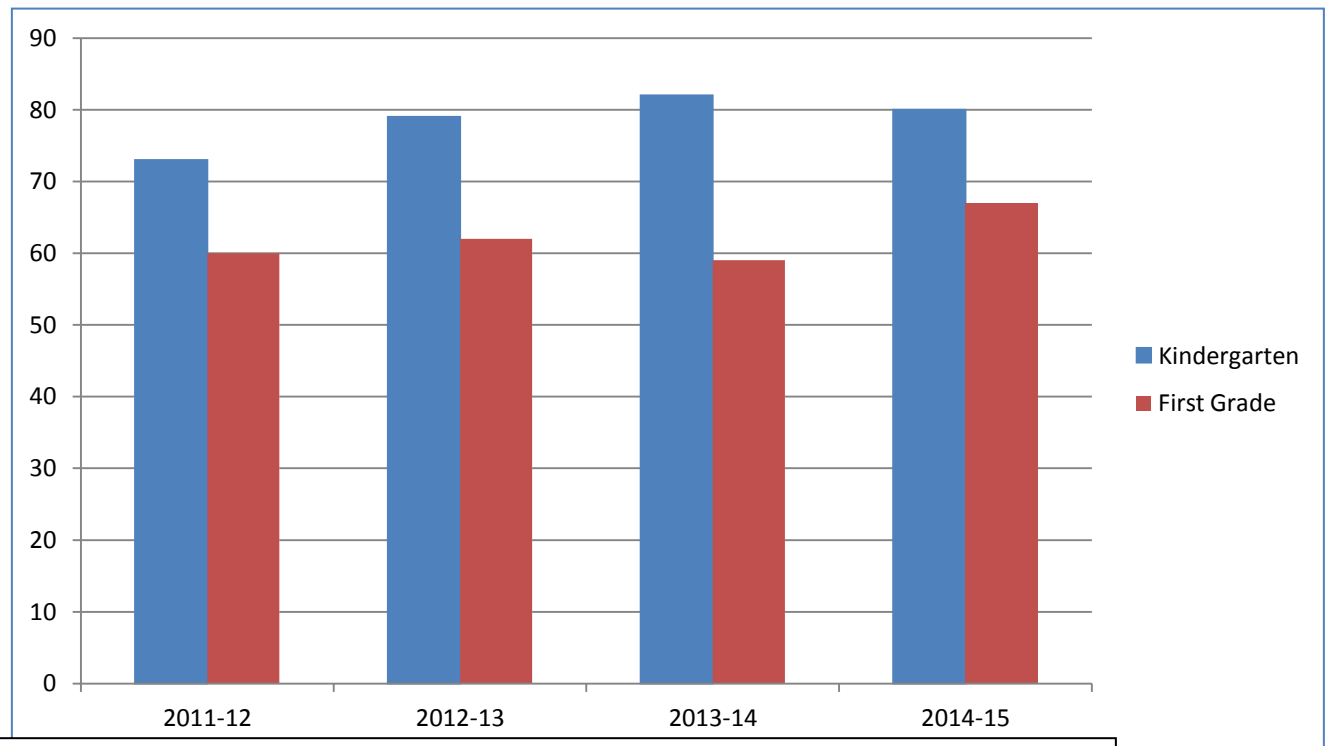
Focus Strategies for Reading Goal:

- Reading Workshop-Weston teachers will differentiate instruction using Reading Workshop to help all students reach grade-level state standards.
- Reading Intervention-Intervention staff will provide extended learning opportunities and supplemental interventions for targeted students in order to increase their proficiency in reading

Activities:

- Implemented the MAISA reading units of study for kindergarten and first grade.
- Implemented the use of STAR Early Literacy online assessments as a universal screener for all students in kindergarten and first grade.
- Provided training for all new teachers in the use of DRA2.
- Continued Tier 1 and 2 Interventions during targeted intervention time based on student achievement data.
- Provided Reading Recovery and Leveled Literacy Intervention programs for the most struggling readers in first grade.
- Provided teachers with training in reading workshop through a lab classroom experience. Topics for training included mini-lessons, conferring, and assessments.
- Continued implementation of reading workshop in all classrooms.
- Repeated reading of Sulzby books were used in kindergarten classrooms to provide opportunities for students to reread and retell during reading workshop.
- Purchased mentor text for each classroom to support the reading units of study.
- Purchased books for classroom libraries through the generous donation of our Weston Parent Teacher Organization.
- Collaborated with and received instructional support from the literacy coach in order to increase student achievement in reading.
- Invited families to attend literacy night events to provide parents with activities and strategies to support and challenge their students in reading and writing.
- Continued the use informational text to support students in science and social studies, through an increased amount of time spent on the instruction of non-fiction text and academic vocabulary.
- Used Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.
- Provide Books that have a series in order for first grade students to have close reading and allow for character study
- Provide Electronic books for students at their reading level through RAZ Kids (A Reading A to Z Program)

DRA Reading Assessment Data from 2011 to 2015



| | | | | |
|--------------|-----|-----|-----|-----|
| Kindergarten | 73% | 79% | 82% | 80% |
| First Grade | 60% | 62% | 59% | 67% |

DRA2 is the district wide reading assessment given to all students K-5 in May. In our second year, 2013-14, of implementation of full day kindergarten, we saw an additional 3% increase with kindergarten students achieving proficiency as evidenced by the DRA2. In our third year of full day kindergarten, it went to 80% and is leveling off, showing consistency. First grade scores have remained relatively consistent over the past few years, while having a gain of 8% from the 2013-14 school year to the 2014-15 school year.

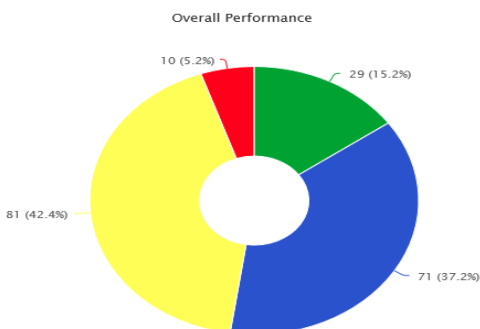
| Kindergarten 2014-15 | | | |
|-------------------------|-------------|-------------------------|---------------|
| STAR | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
| At/Above Benchmark | 48% | 74% | 81% |
| Below Benchmark | 52% | 26% | 19% |
| SGP Fall to Winter = 51 | | SGP Fall to Spring = 48 | |
| DRA | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
| At/Above Benchmark | N/A | 64% | 80% |
| Below Benchmark | N/A | 36% | 20% |

The graph above shows Weston's Kindergarten Reading Scores for 2014-15. The top section of the graph shows a nationally normed formative assessment that is used, STAR. According to STAR, the Kindergarten growth from fall to spring was 33%, from 48% to 81%. SGP in the middle stands for Student Growth Percentile, a rate at which students grow throughout the year. The SGP for kindergarten stayed consistent in 2014-15.

| 1 st Grade 2014-15 | | | |
|-------------------------------|-------------|-------------------------|---------------|
| STAR | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
| At/Above Benchmark | 50% | 82% | 86% |
| Below Benchmark | 50% | 18% | 14% |
| SGP Fall to Winter = 48 | | SGP Fall to Spring = 60 | |
| | | | |
| DRA | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
| At/Above Benchmark | 84% | 58% | 67% |
| Below Benchmark | 16% | 42% | 33% |

The graph above shows Weston's First Grade Reading Scores for 2014-15. The top section of the graph shows the STAR Assessment Data. According to STAR, in the fall, only 50% of our first grade students were proficient in reading. In the spring, STAR shows 86% of first graders were proficient—a 36% growth. The SGP, Student Growth Percentile, for first grade went from 48 to 60, a growth of 12. The DRA numbers are already shown. While 67% proficiency at the end of first grade is a growth from years past, the Weston team will continue to explore the rate of proficiency from fall to spring. The DRA rubric and progression chart will continually be looked at and monitored.

2015-16 School Year DRA Reading Scores for Kindergarten



Red Shows 5% Not proficient

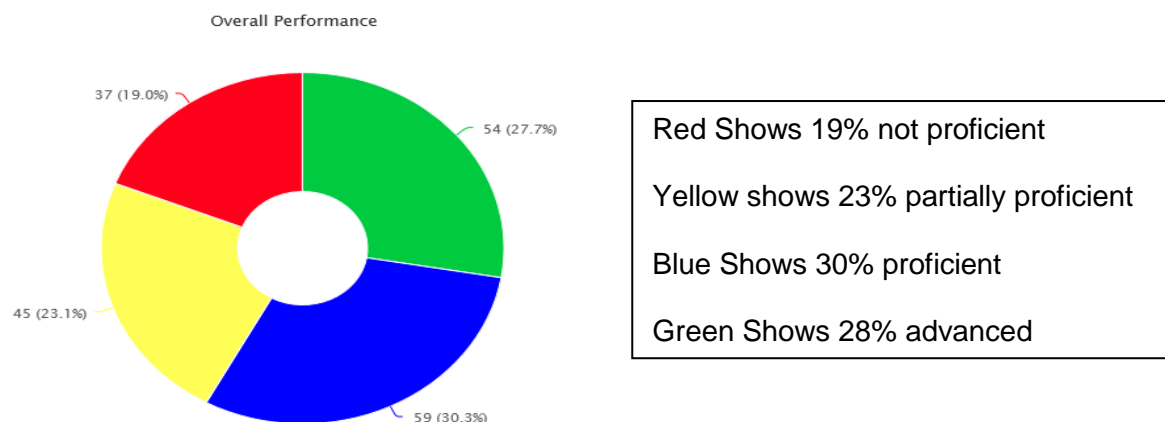
Yellow Shows 43% Partially Proficient, mid-kindergarten

Blue shows proficient at 37%

Green shows advanced at 15%

Kindergarten had a change in cut scores. The district decided that a DRA level 3 would no longer be proficient at the end of the year. The DRA level 3 was changed to partially proficient for the end of the school year for the 2015-16 school year. DRA level 4 and up now shows proficiency. With this change, scores seem lower than last year. Weston Staff will continue to explore professional development and research based instruction and literature to help meet this new expectation for our students.

2015-16 School Year DRA Reading Scores for First Grade



This data shows us that 58% of Weston's first grade students are advanced or proficient in reading. This data shows that 81% of Weston students are at least partially proficient with 19% being not proficient.

Reading Data Implications for School Improvement:

- Work with the curriculum coordinator to continue to align the reading curriculum and assessments.
- Develop a pacing guide for the reading units of study.
- Provide support and training for teachers implementing the new reading units of study.
- Continue to use Reading Workshop for Tier 1 instruction by providing training and support for teachers through the Kearsley Reading Workshop Classroom Lab.
- Regularly analyze student achievement data including DRA and STAR Early Literacy at the building and classroom level to differentiate instruction and to identify needed interventions to support student learning with decoding or comprehension.
- Implement Tier 2 interventions at targeted intervention times during the school day delivered by classroom instructional aides and / or classroom teachers.
- Continue with the increased amount of time spent on instruction of non-fiction text and academic vocabulary.
- Provide Tier 3 interventions through a *Reading Recovery* intervention to qualifying first grade students scoring in the lowest percentile and *Leveled Literacy Intervention (LLI)* to an additional group of students in the next tier performing below grade level in order to targeting each students' learning needs. Implement kindergarten *LLI* intervention support during the second semester.
- Use the STAR Early Literacy Assessments for all students. Staff will with use data from the STAR Early Literacy assessment to evaluate student reading achievement, monitor progress, inform instruction, and prescribe interventions.
- Provide more level texts for classroom use and the literacy library.
- Provide mentor text to all classroom teachers to align with the new reading units of study.
- Train and review DRA2 protocols with all teachers.
- Invite families to attend literacy night events to provide parents and guardians with activities and strategies to support and challenge their students in reading and writing.
- Utilize the expertise of the literacy coach to work with teachers to enhance classroom

instruction and interventions.

- Allot time for data days and assessment wall meetings to examine data, identify interventions, and process instructional strategies within and across grade levels.
- Continue to build awareness of the gender performance gap for struggling boy readers and writers. Articles and research on the difference between boys and girls with regards to school structures and growth and development will be shared at staff and grade level team meetings.
- Continue to develop teachers' understanding of the learning needs of economically disadvantaged students through information presented at staff meetings, in newsletters, and through professional articles.
- Provide support service to all English Language Learners through the Genesee Intermediate School District ELL tutor and coach.
- Use Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.
- Continue to provide books to targeted students through the food backpack program.

Math

Goal: All students will be proficient in math.

Objective: 79% of all students will demonstrate proficiency in mathematics by 6/13/16 as measured by STAR assessment with a yearly increase of 1%.

Strategy: Weston teachers will differentiate instruction through math workshop and best practice.

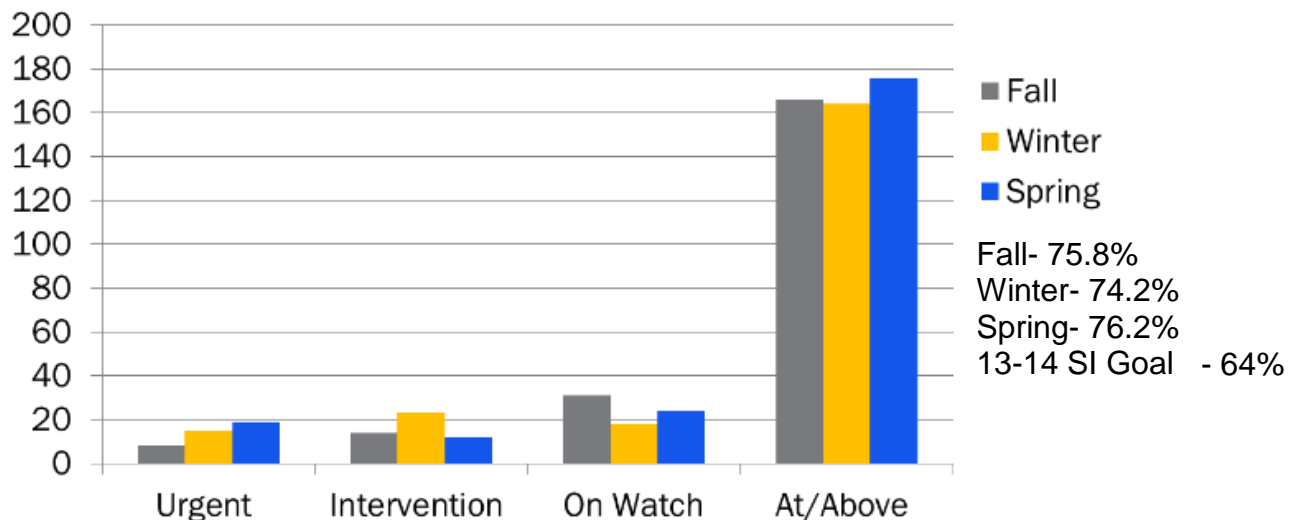
Activities:

- Participated in training on math workshop.
- Implement Bridges in Mathematics Curriculum with Professional Development
- Georgia Math Units of Study will exit as curriculum
- Worked with the curriculum coordinator to develop a pacing guide for math units and first grade common assessments.
- Concluded book study on the Debbie Diller book, Math Workstations
- Created book study for interested teachers using Dr. Nicki Newton's book, Guided Math.
- Attended professional development sessions with Dr. Nicki Newton on problem solving and grade level specific content.
- Administered local marking period assessments, unit common assessments, and STAR Math assessments to our first grade students.
- Administered local marking period assessment to our kindergarten students and STAR Early Literacy which includes an early numeracy component.
- Used STAR Math reports to guide us in instructional and intervention planning.
- Reviewed math data throughout the year to determine instructional needs and develop interventions during Data Days
- Implemented Tier 2 math interventions using iPads and the IXL and Moby Max software during targeted intervention times
- Played Math-O to build number sense with a "bingo-type" game in each classroom.
- Encouraged the home-school connection by having families participate with their child in daily number sense activities as outline in the February Math Month calendar.
- Invited families to attend a Family Math Night where parents received information and materials to support their students at home.
- Continued to research technology options and applications for supporting all students in their math development
- Analyzed math MEAP data and reviewed over the new Smarter Balanced Assessments that call for an increased depth of knowledge for our students.
- Provide students with formative and summative assessments aligned to Common Core State

Standards and Standards Based Report Cards

- Provide Students with Research Based Number Sense Interventions through a book by Nancy Jordan and Nancy Dyson, Number Sense Interventions.
- Intervention Time called WIN TIME-What I Need Now (what the students need)
- Provide more time for math facts fluency
- Increased math instructional and intervention time to seventy minutes per day in each classroom.
-

STAR Math First Grade Assessment Data for 2013-14



First grade STAR testing indicated that 76.2% of students met grade level benchmarks at the end of the year.

First Grade Scores Fall 2014 (below)

| Categories / Levels | Benchmark | | Students | |
|---------------------------|-----------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| At/Above Benchmark | | | | |
| At/Above Benchmark | At/Above 244 SS | At/Above 40 PR | 114 | 62% |
| Category Total | | | 114 | 62% |
| Below Benchmark | | | | |
| On Watch | Below 244 SS | Below 40 PR | 25 | 14% |
| Intervention | Below 208 SS | Below 25 PR | 35 | 19% |
| Urgent Intervention | Below 157 SS | Below 10 PR | 11 | 6% |
| Category Total | | | 71 | 38% |
| Students Tested | | | 185 | |

First Grade Scores Spring 2015 (below)

| Categories / Levels | Benchmark | | Students | |
|---------------------------|-----------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| At/Above Benchmark | | | | |
| At/Above Benchmark | At/Above 376 SS | At/Above 40 PR | 163 | 83% |
| Category Total | | | 163 | 83% |
| Below Benchmark | | | | |
| On Watch | Below 376 SS | Below 40 PR | 17 | 9% |
| Intervention | Below 342 SS | Below 25 PR | 10 | 5% |
| Urgent Intervention | Below 287 SS | Below 10 PR | 7 | 4% |
| Category Total | | | 34 | 17% |
| Students Tested | | | 197 | |

From the 2014-15 STAR scores above, Weston has an increase of 21% proficient in math from fall to spring. The proficiency level according to STAR in the fall of 2014 was 62%, while the proficiency in May of 2015 was 83%. The growth from 2013-2014 to 2014-2015 according to STAR is about 7%--13-14 proficiency was 76.2% while 14-15 proficiency is 83%.

Kindergarten Scores Fall 2014 (below)

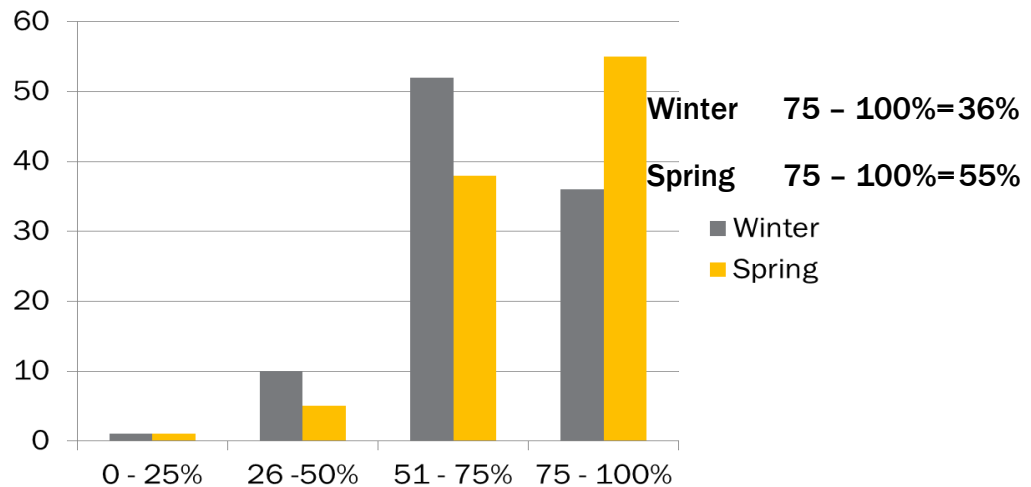
| Categories / Levels | Benchmark | | Students | |
|---------------------------|-----------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| At/Above Benchmark | | | | |
| At/Above Benchmark | At/Above 499 SS | At/Above 40 PR | 87 | 50% |
| Category Total | | | 87 | 50% |
| Below Benchmark | | | | |
| On Watch | Below 499 SS | Below 40 PR | 33 | 19% |
| Intervention | Below 455 SS | Below 25 PR | 40 | 23% |
| Urgent Intervention | Below 401 SS | Below 10 PR | 14 | 8% |
| Category Total | | | 87 | 50% |
| Students Tested | | | 174 | |

Kindergarten Scores Spring 2015 (below)

| Categories / Levels | Benchmark | | Students | |
|---------------------------|-----------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| At/Above Benchmark | | | | |
| At/Above Benchmark | At/Above 577 SS | At/Above 40 PR | 156 | 81% |
| Category Total | | | 156 | 81% |
| Below Benchmark | | | | |
| On Watch | Below 577 SS | Below 40 PR | 24 | 12% |
| Intervention | Below 533 SS | Below 25 PR | 11 | 6% |
| Urgent Intervention | Below 473 SS | Below 10 PR | 2 | 1% |
| Category Total | | | 37 | 19% |
| Students Tested | | | 193 | |

The 2014-15 Kindergarten Scores above are from STAR. The STAR Assessment in kindergarten has both literacy and math pieces as one test. The growth from fall to spring overall proficiency is 31%, moving from 50% in the fall to 81% in the spring.

Kindergarten STAR Early Numeracy for 2013-14



STAR Early Numeracy data indicates that kindergarten students made a 19% gain in proficiency throughout the second half of the school year. The STAR Early Numeracy is a portion of the STAR Early Literacy assessment. At this time we are looking into how effective this assessment is at measuring our students' math skills.

Weston Elementary implemented STAR testing this year for our students. The tests were administered to all students on iPads. The use of technology for assessments was very new for our staff and our students. The lessons we learned in our implementation year will guide us as we continue with online testing next year.

2015-16 Data for Math

First Grade STAR Data Fall 2015

| Categories / Levels | Benchmark | | Students | |
|---------------------------|-----------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| At/Above Benchmark | | | | |
| At/Above Benchmark | At/Above 252 SS | At/Above 40 PR | 109 | 58% |
| Category Total | | | 109 | 58% |
| Below Benchmark | | | | |
| On Watch | Below 252 SS | Below 40 PR | 31 | 17% |
| Intervention | Below 216 SS | Below 25 PR | 28 | 15% |
| Urgent Intervention | Below 165 SS | Below 10 PR | 19 | 10% |
| Category Total | | | 78 | 42% |
| Students Tested | | | 187 | |

First Grade STAR Data May 2016

| Categories / Levels | Benchmark | | Students | |
|---------------------------|-----------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| At/Above Benchmark | | | | |
| ■ At/Above Benchmark | At/Above 373 SS | At/Above 40 PR | 152 | 81% |
| Category Total | | | 152 | 81% |
| Below Benchmark | | | | |
| ■ On Watch | Below 373 SS | Below 40 PR | 21 | 11% |
| ■ Intervention | Below 339 SS | Below 25 PR | 8 | 4% |
| ■ Urgent Intervention | Below 284 SS | Below 10 PR | 7 | 4% |
| Category Total | | | 36 | 19% |
| Students Tested | | | 188 | |

The First Grade Math Data shows a growth in math scores of 23% from Fall to Spring. This data provides evidence that 81% of Weston's First Grade Students are proficient in math. The data from the end of the previous year is very consistent.

Kindergarten STAR Data Fall 2015

| Categories / Levels | Benchmark | | Students | |
|---------------------------|-----------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| At/Above Benchmark | | | | |
| ■ At/Above Benchmark | At/Above 545 SS | At/Above 55 PR | 47 | 26% |
| Category Total | | | 47 | 26% |
| Below Benchmark | | | | |
| ■ On Watch | Below 545 SS | Below 55 PR | 20 | 11% |
| ■ Intervention | Below 509 SS | Below 40 PR | 60 | 33% |
| ■ Urgent Intervention | Below 448 SS | Below 20 PR | 55 | 30% |
| Category Total | | | 135 | 74% |
| Students Tested | | | 182 | |

Kindergarten STAR Data May 2016

| Categories / Levels | Benchmark | | Students | |
|---------------------------|-----------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| At/Above Benchmark | | | | |
| ■ At/Above Benchmark | At/Above 692 SS | At/Above 55 PR | 92 | 48% |
| Category Total | | | 92 | 48% |
| Below Benchmark | | | | |
| ■ On Watch | Below 692 SS | Below 55 PR | 26 | 14% |
| ■ Intervention | Below 651 SS | Below 40 PR | 45 | 24% |
| ■ Urgent Intervention | Below 582 SS | Below 20 PR | 28 | 15% |
| Category Total | | | 99 | 52% |
| Students Tested | | | 191 | |

The Math STAR Data for Kindergarten shows a growth of 22% from Fall to Spring. A key piece of information to remember when investigating this data is that STAR for Kindergarten encompasses both ELA and Math.

Math Data Implications for School Improvement:

- Utilize a Math Workshop format for instruction to differentiate instruction and provide more opportunities for students to practice the key skills and concepts from the K-1 Math Curriculum.
- Use math workstations in all classrooms.
- Implement Bridges in Mathematics Curriculum and Interventions (First Year).
- Provide professional development opportunities to support the use of the Bridges in Mathematics Instruction.
- Implement common math assessments that align with Bridges in Mathematics Units of Study for kindergarten.
- Adjust common math assessments that align with the Bridges in Mathematics Units of Study for Kindergarten and First Grade.
- Continue with increased math instructional time of seventy minutes per day, which includes both enrichment and intervention opportunities of students.
- Continue to provide a math-rich environment in the classroom and hallways including: celebrations for students achieving grade level benchmarks, shared reading or interactive read aloud with books that focus on math concepts, hallway birthday calendar, hallway Math-O pocket chart, and classroom calendar time to support communication skills connected to number sense.
- Continue to provide a School-Home Connection through building and classroom newsletters and homework, a Math Month Calendar and a Family Math Night.
- Use STAR assessments and common math assessments to identify students struggling with number sense and operations through the use of a math assessment/data wall and provide supplemental targeted Tier 2 interventions.
- Provide Tier 2 interventions to students using our new math intervention menu, hands on manipulatives, and applications on the iPads
- Collaborate with and receive math instructional support from the math coach in order to increase student achievement in math.
- Allot time for data days and assessment wall meetings to examine data, identify interventions, and process instructional strategies within and across grade levels.
- Continue to develop teachers' understanding of the learning needs of economically disadvantaged students through information presented at staff meetings, in newsletters, and through professional articles.
- Provide support service to all English Language Learners through the Genesee Intermediate School District ELL tutor and coach.
- Use Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.

SPECIALIZED SCHOOLS

Special Education Services

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education support for nearly 10,000 students. Special services for students with special needs, age 0-25, are available to Kearsley students.

The goal of special education is to ensure that students learn skills needed for functional independence within our community. Students are placed in special education through the Individualized Educational Planning Committee process, where parents, local educators and special education staff analyze and develop programs for each student. Individualized programs are tailored to each child's needs. GISD's special education schools teach:

- Academic skills
- Independent living skills
- Communication skills
- Job training and prevocational education
- Social living habits and self-care

A Special Education Parent Advisory Committee, made up of representatives from each school district, advises the GISD Board of Education regarding operation and coordination of special education services within Genesee County.

In 2015/2016, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

10 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 9 students attended these programs.

10 students are in early childhood programs and services. Last year 12 students participated in these programs.

13 students are educated at the Marion Crouse Instructional Center. Last year 12 students attended programs here. 8 students attend the Transition Center. Last year, 5 students attended the Transition Center.

444 students are enrolled in local special education programs at Kearsley. These include classes for learning disabled, cognitively impaired and speech and language impaired. Last year 429 students were enrolled in local special education programs.

2 students attended Michigan School for the Deaf. Last year, 1 student was enrolled in this program. Also, 2 students attend the HI program at Haas Elementary School.

Upon leaving GISD's special education programs, follow-up data indicate that students are well prepared for adult life, within the limitation of their disabilities.

CORE CURRICULUM

Michigan defines “core curriculum” as the essential curriculum content which all students must learn in order to progress through the various educational levels. There are also the areas which are tested through the M-STEP and SAT state assessment program. Michigan core areas include: language arts, mathematics, science, and social studies. Kearsley Community Schools has continued to review, develop, and implement curriculum in the core areas as well as in the following departments: career technical education, fine arts, world language, physical education, and technology.

Curriculum development is an ongoing process based upon the needs of students and society, recommendations from national educational studies, and state requirements. Ongoing alignment with state standards and trends continues to be a major goal in district curriculum efforts. Kearsley has developed the Kearsley Curriculum Council (KCC) process to organize curriculum and to provide communication across grade levels, buildings and departments.

Core committees are revisiting developed curriculums to ensure alignment with the Michigan K-12 Standards. In addition, these committees continue to develop curriculum and instructional materials to prepare our students to be successful on local assessments as well as on the challenges of state and national assessments. As the state implements testing changes, the KCC committees continue to check this alignment.

For information regarding the curriculum at Kearsley Community Schools, please contact April Yorks, Curriculum Coordinator at 810-591-7618 or ayorks@kearsleyschools.org.

STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Results for DRA2, Observation Survey, STAR Early Literacy and STAR Math Assessments are referenced in the School Improvement Article section of this report.

STAR Assessment data is used to provide nationally-normed data for students in grades K-11. This assessment is administered three times (September, January, and May) during the year. STAR data provides information to teachers regarding student achievement in reading and math. Teachers use the data to inform instruction and to determine interventions for struggling students.

| STAR Data Comparison Fall to Spring 2015-2016 | | | | | | | | | | | | |
|---|---|--------|--------|--------------|--------|--------|----------|--------|--------|-----------------------|--------|--------|
| Math | Percent of Students By Performance Band | | | | | | | | | | | |
| | Urgent | | | Intervention | | | On Watch | | | At or Above Benchmark | | |
| | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| 1st | 11 | 5 | 3 | 15 | 6 | 5 | 16 | 7 | 11 | 57 | 81 | 81 |
| 2nd | 16 | 8 | 6 | 17 | 12 | 9 | 21 | 12 | 11 | 47 | 68 | 74 |

| Early Lit | Percent of Students By Performance Band | | | | | | | | | | | |
|-----------|---|--------|--------|--------------|--------|--------|----------|--------|--------|-----------------------|--------|--------|
| | Urgent | | | Intervention | | | On Watch | | | At or Above Benchmark | | |
| | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| Kdg | 30 | 14 | 14 | 33 | 18 | 23 | 11 | 18 | 12 | 26 | 50 | 51 |
| 1st | 33 | 11 | 9 | 15 | 16 | 8 | 11 | 19 | 13 | 41 | 54 | 70 |

| Key | Urgent | 0 to 9th percentile |
|-----|-----------------------|-----------------------------|
| | Intervention | 10th to 24th percentile |
| | On Watch | 25th to 39th percentile |
| | At or Above Benchmark | At or above 40th percentile |

PARENT-TEACHER CONFERENCES

| | Overall | Male | Female |
|-----------|---------|------|--------|
| 2012-2013 | 92% | 91% | 95% |
| 2013-2014 | 92% | 93% | 92% |
| 2014-2015 | 94% | 93% | 95% |
| 2015-2016 | 95% | 94% | 96% |

Parental Involvement Opportunities:

Weston continues to engage parents in many ways and provides opportunities for active parent involvement. Opportunities are offered at the classroom and school wide level for parents to become part of the Weston community. The PTO helped fund many projects including fieldtrips, publications for classrooms, supplementary materials like books and assemblies, to name a few.

The following are some ways parents are involved at Weston:

- PTO Monthly meetings
- Parent Advisory Council meetings
- Coffee & Conversation – Helping students with transitions – 2 sessions
- August Open House
- Fall and Spring Parent-Teacher Conferences
- Parent Information Nights (K-1 in the Fall & Incoming Kindergarten in March)
- Fun Night (Winter Carnival)
- Mommy Son Dance (District K-5)
- Family Math Night
- Family Literacy Night
- March is Reading Month Celebration
- Kindergarten Visit Event
- Classroom Volunteers
- School-wide volunteers
- Several fundraisers to support Weston
- Field trip volunteers

We had a very successful 2015-2016 school year at Weston Elementary thanks to the hard work of our exemplary staff, responsible students, wonderful parents, and supportive community. We will continue our efforts to maximize student achievement and support all learners as they grow and develop into responsible citizens, life-long learners, and proud Kearsley Hornets!

Sincerely,

Douglas Hibbs
Principal, Weston Elementary School

